

Friday, October 12, 2018

Learning Objectives

Friday, Keynote presentation

Attendees will be able to:

1. Identify advance strategies for culturally responsive school mental health.
2. Describe evidence-based strategies for working with vulnerable students.
3. Discuss the gaps where school mental health research and practice can be most responsive.

LEARNING OBJECTIVES: The 23rd Annual Conference on Advancing School Mental Health

Conference Session 7

Friday, October 12, 2018

10:15 – 11:15 a.m.

7.01. All Together Now: Clinical Classroom Consultancy in a Comprehensive School-Based MH Partnership

1. Describe the functions of the clinical classroom consultant
2. Explain how mentalization techniques can be used to diminish children's externalizing behaviors in the classroom
3. Identify specific skills toward integrating SEL curricula into the classroom culture

7.02. Building the Data-Based Decision Making Capacity of School Teams to Promote Social Emotional Wellness

1. Describe critical data based decision-making questions and data access considerations for School Leadership Teams in implementing a Multi-Tiered System for social-emotional wellness
2. identify critical decision points, decision rules, and sources of data that should be used to establish fluid and equitable access to tiered supports.
3. Identify strategies and tools to facilitate leadership teams' use of data for decision-making to support social-emotional wellness

7.03. It Is Possible: A Strategy to taking a "Whole School" Approach with SMH Initiatives as a MH Center

1. List three strategies to obtain quality data from school partners and learn how to use to effectively guide school mental health initiatives
2. Relate strategies to equip teams to take school mental to a larger scale by having a "whole school" approach to partnering
3. Demonstrate how to approach developing and implementing school mental health programs while anticipating healthcare and legislative changes

7.04. Implementation of a Social Emotional Learning Curriculum Targeting Psychological Flexibility in High School Students

1. Relate the status of current social-emotional learning curricula for adolescents, explain the gaps in the scientific literature regarding Tier 1 interventions with this population, and describe how these gaps can be addressed in schools
2. Identify and describe common barriers faced when utilizing a Tier 1, universal preventive intervention in a high school setting and discuss strategies for overcoming these barriers
3. Describe the DNA-V model and DNA-V-PE program, and discuss important considerations during development, implementation, and evaluation of a Tier 1, universal preventive intervention targeting social emotional learning skills in a high school setting

7.05. Implementing an Interconnected Systems Framework

1. Define and describe an Interconnected Systems Framework
2. Summarize the preliminary results of the random control trial
3. Identify the successes and challenges of the implementation and relate how the findings can be utilized to further enhance the program

7.06. Importance of Student's Perceived Value and Its Effects on Learning

1. Describe how marginalization affects students and their learning
2. Describe three social inequities in the school environment
3. List two ways to foster safe learning environments for all students

7.07. Promoting Student Resilience: Lessons Learned from Implementing Evidence-Based Trauma Responsive Practices

1. Cite current literature on brain science informing the need to implement trauma-responsive practices
2. Demonstrate how interventions and supports align with practices of connection, protection, respect and re-direction
3. Describe mental health strategies that promote resilience and improved well being of students experiencing trauma related incidences

7.08. Promoting Substance Use and Depression Screening and Performance Measurement in School-Based Health Care Settings

1. List the national standardized performance measures for school-based health care programs
2. Describe how to implement SBIRT in a school setting, including partnering with school administrators to create positive school climates and alternatives to discipline for students with substance use concerns
3. Explain how to use data to improve the identification of students with depression and substance use concerns and explore referral guidelines for treatment

7.09. School Based Clinicians: Exploring the Opportunity to Work Differently

1. Compare and contrast their current role in respect to recommended best practice around data, systems, and practices
2. Explore, in depth, the potential areas of change including: 1) Job descriptions, 2) PD calendar, 3) Defining Crisis and developing a T-chart, 4) Work load/caseload
3. Examine the role of mental health school counselors in promoting school mental health services

7.10. School Linked Services: Community-School-family Partnerships to Improve Student Outcomes

1. Describe the School Linked Services (SLS) model and how it facilitates community-school-family partnership
2. Describe strategies to streamline behavioral health prevention and early intervention services at schools, including through the MTSS model.
3. List the behavioral health and family engagement outcomes of the SLS program

7.11. School Mental Health and the Expert Witness: A Primer for Mental Health and Education Professionals

1. Examine the skill set required to be an expert witness
2. Describe the expert witness' roles in working for either parents' attorneys or school districts in civil litigation and in due process and other educational cases
3. Examine professional standards for key ethical responsibilities of an expert witness

7.12. School-Based Coordination of Services Teams: Aligning Resources with Student Needs

1. Describe the composition and purpose of a Coordination of Services Team (COST), the benefits of having a COST, and ways the process might drive the reallocation or expansion of school-wide prevention and intervention resources
2. Demonstrate evidence-based process by taking part in a mock COST meeting
3. List 5 COST implementation strategies

7.13. Screenagers: Empowering Parents of Adolescents on Social Media

1. Examine current literature on social media and its influence on adolescent mental health
2. Describe clinical strategies for students and parents regarding social media use / abuse / addiction
3. Apply recommend strategies to reduce behavioral problems involving social media including social media addiction

7.14. Trauma Screening and Support: A Framework for Providing Comprehensive, Data-Driven School MH Services

1. Identify engagement strategies with schools and key stakeholders when initiating a Trauma Screening and Support (TSS) approach
2. Describe facilitators and challenges to assessing the needs at the school and district level in implementing a public health approach to TSS3
3. Demonstrate trauma-informed practices at each tier in a multi-tiered system of support approach

7.15. Using Data and Partnership to Develop and Manage a Countywide School Mental Health Initiative

1. Describe the necessary conditions for supporting a comprehensive school mental health initiative
2. Apply principles of the Partnerships for Success community mobilization process in a mental health initiative
3. List three types of data that can be collected to keep a school mental health initiative on track

7.16. Using the Race-Based Disparities in Stress and Sleep Model to Identify Elements of Effective school MH Programming

1. Describe how the *Race-Based Disparities in Stress and Sleep* model explains the influence of systemic and individual elements on racial/ethnic disparities in mental health
2. Identify the three most important factors of the RBDSS framework identified in the current study (sleep, positive family support, and reduced peer aggression) impact student mental health and well-being

3. List several existing school-based interventions that incorporate healthy sleep, positive family support, and/or reduced peer aggression that may be considered in their own schools to improve student mental health

LEARNING OBJECTIVES: The 23rd Annual Conference on Advancing School Mental Health

Conference Session 8

Friday, October 12, 2018

11:30 – 12:30 p.m.

8.01. Defeating the Odds and Stacking the Decks for Success: How One Texas District is Hitting the Jackpot with Tier III

1. Describe strategies utilized to effectively implement mental health approaches supporting students' academic, behavioral, and social emotional outcomes within a traditional school
2. Explain the relationship between mental health and student achievement as well as the impact intervention can have on both
3. Demonstrate the influence teacher paradigm shift has on student progress both academically and in the area of mental wellness.

8.02. Elementary School Wellness Centers: A Tier I Trauma Informed Intervention

1. Describe the purpose and key components of an elementary Wellness Center and alignment with Trauma-Informed and Restorative Practices
2. Assess a school's readiness for implementation of an elementary Wellness Center and anticipate challenges
3. Identify best practices for implementation and data collection, and the Wellness Center's role within a school-wide multi-tiered system of support, including mental health interventions

8.03. Engaging High School Teachers in Connecting Students to Mental Health Care

1. Summarize the impact of an online virtual human role-play simulation that prepares educators to be able to identify, approach and refer students in psychological distress
2. Describe the benefits of using virtual humans in teaching educator's gatekeeper skills
3. Identify potential benefits of virtual human role-play simulations on public health initiatives / that address student mental health

8.04. Filling Your funding Pond to Support Multi-Tiered School Mental Health Services

1. Identify basic steps of a strategic approach to finance a multi-tiered program of school mental health (SMH) services
2. Identify primary, ancillary, and potential funding streams for SMH services in states/communities
3. Explain how select states and communities are capitalizing on new opportunities to optimize Medicaid support for SMH, and how other school systems can replicate the process

8.05. Healing Through School-Based Trauma-Informed Best Practices: Two Case Studies

1. List the different types of trauma that students, and particularly students of color, may be experiencing
2. Tell how two school districts in California have implemented trauma and resilience-informed care and practices to support young men of color who have been victims of violence or other traumatic experiences
3. Identify two or three new ways that trauma and resilience-informed care and practices can be implemented for this population

8.06. Enhancing School Safety by Working Effectively with All School Personnel

1. Discuss the increase need for school safety
2. Describe ways of unifying school mental health workers and school professionals
3. Identify strategies of identifying warning signs and proper treatment of at risk youth

8.07. PBIS in Nevada: Weaving School Climate, bully Prevention, and School Mental Health Supports

1. Explain how to contextualize tiered supports to meet the needs of the local implementing entity and diverse communities
2. Identify the methods utilized for implementation, training, coordination, and evaluation to a degree that enables replication
3. Relate the outcomes of integrated PBIS implementation at the school, LEA, and state levels

8.08. Project SECURE: A Multi-Tiered Evidence-Based Framework to Strengthen Resilience in Students

1. State the importance of using a multi-tiered approach to ameliorating complex student needs in schools
2. Explain the importance of screening students for exposure to trauma and learn about one example of a classroom screening procedure
3. Identify the need for using evidence-based practices when working with vulnerable students and students exposed to trauma and gang-related issues

8.09. Rural School Mental Health: What School Leaders Ought to Know

1. Describe at least three talking points for improving school leaders' reliance on school mental health staff to lead work aligned with a public health model for mental health in schools
2. Describe at least three field tested solutions for common barriers and challenges experienced by rural schools when seeking to establish innovative school mental health models
3. Describe within-group variation of rural environments and describe at least three common community assets that accelerate and/or improve the delivery of mental health supports in schools

8.10. Social Media Use in Adolescence: Links to Psychological Well-Being

1. Cite results of two major research reports focusing on social media use and mental health
2. Describe social media usage patterns for those coping with mental health issues compared to the patterns of those who are not
3. Describe the role of a mental health professional in facilitating positive social media use in adolescents

8.11. Supporting Transition Resilience of Newcomer Groups (STRONG): An Evidence-Informed Intervention

1. Cite current statistical data on the numbers of refugee and immigrant children entering the United States annually.
2. Identify social and emotional challenges faced by these children
3. Describe the role of educators and mental health professionals in meeting the social, emotional, and educational needs of these children.

8.12. Suicide Prevention Across Multiple Tiers

1. Describe the benefit of including suicide prevention across multiple tiers as part of the delivery of mental health services in schools
2. Describe the factors impacting the selection of universal prevention model
3. List the challenges and necessary components impacting the effective implementation of suicide prevention across multiple tiers in schools as a collaborative effort between mental health agencies and schools

8.13. The Relationship Between School Mental Health Providers' Openness and Successful Participation in Brief Intervention Strategies

1. Describe provider openness and participation success
2. Explain the rationale for implementing a brief Tier-2 evidence-based intervention in high schools
3. Identify the factors that affect the relationship between provider openness and participation success

8.14. The Suicide Prevention Online Learning Center:

1. Identify state and local partners to collaborate efforts on prevention
2. Describe how schools can implement suicide prevention training programs
3. Articulate data outcomes from evaluation of site content that can be a resource for other schools

8.15. Using Common Elements of Evidence-Based Practice in Urban School-Based Prevention Groups

1. Identify challenges in utilizing evidence-based practices in urban school-based prevention groups
2. Describe one successful model, including specific workshop structures and strategies, for ongoing professional development and support in addressing challenges in utilizing PDEBs in urban school-based prevention groups
3. Identify strategies for developing an outline for a flexible Tier 2 prevention group using PDEBs.

8.16. Valuing Mental Health: Developing a Proactive Program for Educators

1. Describe key components of a proactive mental health program.
2. Differentiate the components needed to develop a district scope and sequence
3. Identify the skills needed to develop a district proactive toolkit

LEARNING OBJECTIVES: The 23rd Annual Conference on Advancing School Mental Health

ADVANCED Skills Workshops

Friday, October 12, 2018

1:30 – 2:45 p.m.

APS 01. A Dual Factor Approach to Assessing Psychological Wellness in MTSS

1. Identify the core components of a dual factor approach to mental health
2. Describe universal screening, procedures of the dual factor tools, and how to analyze and synthesize data to inform decisions for prevention
3. Identify common challenges encountered in this approach and describe strategies for overcoming these obstacles

APS 02. Addressing Self-Harm Disorders in Schools

1. Distinguish the two newly proposed self-harm disorders in the DSM-5
2. Identify effective screening and assessment tools to evaluate at-risk youth
3. Identify and explore appropriate levels of intervention at all three tiers of support

APS 03. Addressing Student Mental Health Needs Through Analysis of Systems and Services

1. Define the SHAPE model and identify best practices in identifying and gathering a team of multidisciplinary SHAPE team
2. List the resources necessary to potentially combine with the SHAPE system to inform best practices
3. Identify at least three best practices for using this evaluation data to form data-driven recommendations to advance a school mental health system, and for use in creating change in the school mental health system over the course of the academic year

APS 04. Advancing Local Solutions: Understanding Health, Education and Community Context

1. Identify three community health and socioeconomic factors that impact student wellbeing and school achievement
2. Describe the multiple frameworks and systems that exist for aligning programs, practices, and policies across school and community contexts
3. Utilize four steps that have helped stakeholders develop and strengthen school-connected trauma-informed programs that support student social-emotional wellbeing

APS 05. Building Staff-Wide Compassion resilience for the Complex Challenges of Youth Mental Health

1. State the implications of compassion fatigue on a professional's ability to effectively apply evidence based strategies for youth and families facing complex challenges
2. Explain the role of systemic drivers on compassion fatigue and a process for identifying those that an individual and/or leadership can change and the ones that need to receive less focus due to the inability to change
3. Explain the application of boundary setting and self-care strategies in both a personal and professional context

APS 06. Chaos to Calm: A roadmap to Emotion Regulation

1. Explain how an effective referral process of PBIS fits within the MTSS model
2. Examine how the brain and lagging skills affect behavior
3. Identify three clinical interventions for addressing emotional and social concerns in all tiers that address lagging skills

APO 07. Creating Trauma-Informed Schools: Rationale and School-Wide Approach

1. List the components of a foundational professional development in trauma-informed approaches in schools based upon SAMHSA's Four R's
2. Describe the role of a social worker or counselor in coaching teachers in implementing trauma-informed practices in their classroom
3. Identify the role of school leaders in creating a climate that fosters a commitment to a trauma-informed school

APS 08. Cultivating Resiliency Through Kindness

1. Identify what makes the Kindness in the Classroom social emotional learning curriculum unique from other SEL curriculums
2. List three health benefits connected to practicing resiliency and kindness
3. Identify activities connecting gratitude and kindness to resiliency, and explain how to inspire and empower students to share kindness

APS 09. Don't Leave It to Chance: Tailoring Specific Trauma Interventions to Fit Your Classroom

1. Explain how trauma impacts learning and social-emotional development
2. Identify the 3As and 4Rs of traumatic reactivity, describe strategies for intervention, and when to apply them
3. Identify strategies for creating physical and emotional safety in the classroom to help traumatized students re-gain and/or maintain a sense of control

APS 10. Getting It Together: A Group Therapy Model for Developing Maternal Resilience in the Wake of Complex Trauma

1. Identify three effects of unresolved maternal complex trauma on students' functioning in school
2. List five components of a phase-based group therapy intervention that reduce anxiety and enhance connection within the group
3. List five interventions for enhancing maternal affect management

APS 11. The Impact of Trauma on Refugee and Immigrant Families

1. Describe how trauma exposure impacts student growth, development, social-emotional well being and academic performance
2. Identify 3 symptoms and behaviors often seen that are associated with trauma exposure, and differentiate types of trauma-exposure unique to refugee and immigrant families
3. Describe trauma-informed strategies and practices that can be implemented school-wide, in the classroom and in clinical interactions with refugee and immigrant students and families

APS 12. Moving the Needle on Culturally responsive School-Based Prevention and Mental Health Practices

1. Describe an approach that involves linking solutions to hypothesized root causes that examine why discipline disparities are happening within a given school system
2. Describe specific concrete practices (proactive classroom management, mindfulness-based technique to manage vulnerable decisions, and effective ways of responding to problem behavior) that schools can adopt and deliver to address discipline disparities
3. Explain why discipline disparities represent one of the main social justice issues and how they contribute to longstanding inequities for Black males

APS 13. Promoting Educators' Well-Being to Foster a Caring School Community

1. Explain the concept of mindfulness and how this supports the resilience of teachers
2. Demonstrate how mindfulness practices improves the social and emotional competence of teachers and the climate of the classroom
3. Reflect on the effect of mindfulness practices as a participant

APS 14. Seven State's Successful Strategies to Support Sustainability of School Mental Health Programs

1. Identify useful strategies to build state and community policies and procedures that support long-term fiscal sustainability for SMH.
2. Identify useful strategies in each of these categories: infrastructure/system change, policy change, workforce development, generating support, data-driven decision-making, and financing/leveraging resources.
3. Examine ideas around the topics of policy development, creating resources, working with legislators to support their own state and community's fiscal sustainability

APS 15. Trauma Informed Must be Race Informed: Culturally Affirming Practices

1. Explain the layers of complexity in helping students and families of color with individual, racial, and generational trauma histories more confidently engage in school and therapy.
2. Explain the layers of complexity in helping students and families of color with individual, racial, and generational trauma histories more confidently engage in school and therapy. responding to problem behavior) that schools can adopt and deliver to address discipline disparities
3. Identify 3 dominant narratives affecting students/families of color and 3 powerful counter-narratives

APS 16. You Can't Do It Alone: Ohio County Schools' Community and School Collaborative on Mental Health

1. Identify three evidence-based curriculums to implement at Tiers 1 in relation to community collaboration
2. Identify three community connections that could assist in developing school-based mental health programs at Tier 2
3. Identify three methods to facilitate regular communication between schools and mental health providers, focusing at the Tier 3 level

LEARNING OBJECTIVES: The 23rd Annual Conference on Advancing School Mental Health

Conference Session 9

Friday, October 12, 2018

3:00 - 4:00 p.m.

9.01. Beating the Odds: Our Effort to End Expulsion with ECHC-C

1. Describe how Early Childhood Mental Health Consultation promotes and supports positive social, emotional, and behavioral skills and wellness of all students in early learning environments, including children at risk for expulsion
2. List three insights as to why the Early Childhood Mental Health Consultation and its prevention of expulsion from early learning environments supports positive school climates
3. Identify at least two challenges faced in the effort to end expulsion practices in early learning environments and corresponding strategies, involving family-school-community partnerships, and mental health professions being used to overcome the challenges

9.02. Behavior Goes Where Reinforcement Flows: using reinforcement at a System and Individual Level

1. Describe how a successful Tier I system is a prevention method to reduce the need for higher intensity services at Tier II and Tier III in an MTSS.
2. Describe the research surrounding reinforcement as a strategy to shape and change behavior.
3. Demonstrate how to use reinforcement at an individual and system level to shape and change behavior

9.03. Building Healthier Masculinities as a Foundation for Positive Mental Health

1. Describe connections between gender norms and mental health, and why this connection is important for school mental health practice
2. Describe the research and practice base for *WiseGuyz*, a gender-based school mental health promotion program
3. Identify an activity that can promote discussion of gender norms with boys, including lessons learned in the implementation of this activity with adolescents

9.04. Collaborative School-Based Mental Health Services on a Shoe-String Budget

1. List three strategies that can be implemented immediately to successfully embed clinical partners that strengthen the collaborative process and promote the protective factors for students and families maximizing social emotional wellness
2. Identify three unique facets of the FSRI and PPSD community partnership/collaborative care model and how it effectively utilized with the SHAPE Model
3. Describe at least one additional way to leverage useful data from a district-wide universal screening tool to impact identification of student need as it relates to integrated social and emotional health

9.05. Development and Three Year Pilot of an Evidence-Informed Mental Health Promotion Program for LGBTQ Youth

1. Relate how to systematically and ethically adapt an existing evidence-based program for a specific vulnerable group
2. Demonstrate increased knowledge of group concept mapping as a rigorous mixed methods approach and explain why it is an especially good fit for exploratory research with marginalized youth
3. Describe the structure and approach of the *Healthy Relationships Plus for LGBTQ+ youth* and the current evidence base

9.06. Early Warning System: What Is It, Who Is It, and How It Helps Students Succeed in Schools

1. Describe the value of a partnership between the school system, juvenile court, and a community behavioral health agency on improving the social-emotional well being of students and their overall success
2. Describe a model program of providing screening, referral, and intervention in a Mahoning County, Ohio
3. Analyze outcome data of the program and identify areas that can be reinforced

9.07. Evaluating the Fidelity and Outcomes of New Hampshire's Multi-tiered System of Support for Behavioral Health and Wellness

1. Describe the methods and results of an evaluation of MTSS-B
2. Describe the methods and results of an evaluation of MTSS-B
3. Examine how high-fidelity implementation of MTSS leads to positive school and student outcomes

9.08. ISF Implementation Inventory: A Fidelity Tool to Promote PBIS and Mental Health Integration

1. Describe the implementation domains of an Interconnected Systems Framework
2. Describe the ISF Implementation Inventory and the results of the validation study
3. Explain how a knowledge development site used the ISF II in the implementation of ISF

9.09. Leveraging Technology to Help Support Students' Mental Health Needs

1. Describe common social/emotional challenges encountered by school aged children and young adults
2. Compare various technology tools available to children and young adults for managing their mental health challenges
3. Explain ways they might utilize various tools and suggest others for potential use.

9.10. Preventing and Minimizing Human Trafficking of Youth with Professional Collaboration

1. State the prevalence of sex trafficking in the United States
2. Identify signs of youth who are at-risk for, involved, or escaped from sex trafficking
3. Describe how to assist youth who are at-risk for, involved, or escaped from sex trafficking

9.11. Promoting Mental Health in School Settings with Video Games

1. Identify common mental health problems and concerns that can be addressed using video games as an intervention strategy
2. List the distinct advantages of video games in the classroom and how certain game designs lead to effective outcomes for mental health and behavioral issues
3. Articulate the premise for an original video game that is both entertaining, educational, and therapeutic

9.12. Scotty, Beam Me Up (Or At Least to the Next School): Tele-Psychiatry in Schools

1. State the role of the psychiatrist in school-based community mental health
2. Describe three best practices in clinical and administrative procedures related to using tele-psychiatry in schools.
3. Relate perspectives on school tele-psychiatry from the view of the clinician, the family, and analyze outcome data from schools who have employed tele-psychiatry in their school-based mental health model

9.13. Stakeholder Input as the Key to Problem Solving Disproportionate Discipline

1. State the need for including family perspectives in addressing disproportionate disciplinary practices by race
2. Identify the model for establishing focus groups that include all stakeholders, including the family, educators, clinicians, and families.
3. Identify common themes that have been expressed as a root cause of disproportionate disciplinary practices by race and examine possible strategies to address this practice.

9.14. Strategies to Support Students with Anxiety in the Classroom

1. Describe the varying types of Anxiety Disorders as listed in the DSM-V
2. Identify the more commonly seen signs of anxiety disorders as exhibited by students
3. Explore intervention strategies for anxiety disorders in the school-age population, both in the classroom setting as well as in the home and clinical environment

9.15. Trauma-Informed Multi-Tiered Systems of Support

1. Examine key concepts of trauma informed practices in schools and multi-tiered systems of support
2. Explain how to embed existing trauma-informed practices into multi-tiered systems of support
3. Identify strategies to develop or improve multi-tiered systems of support through a trauma-informed lens

9.16. Youth Spirituality, Religiosity, and Mental Health: Implications for School Mental Health Providers

1. Describe proposed spiritual and religious practice competencies for psychologists and school counselors
2. Identify the implications of the proposed competencies for practice and future research

3. List three recommendations for supporting youth spirituality and religiosity as school mental health providers

LEARNING OBJECTIVES: The 23rd Annual Conference on Advancing School Mental Health

Symposia

Friday, October 12, 2018

4:15 – 5:45 p.m.

SYM 01. Building Capacity for School Mental Health Through Nevada's Collaboratory

1. Describe the conditions that need to be in place for actionable conversations about integration and resource sharing and true collaboration to occur
2. Identify useful strategies to build state and community policies that support long-term fiscal sustainability for school-based mental health
3. Identify ideas and funding strategies that could be useful in their state and community to support school mental health programming and services

SYM 02. Building Capacity for School Staff Through Training in and Implementation of Evidence-Based MH Interventions

1. Describe three ways that school context and student mental health needs affect the types of activities implemented by *Project Advancing Wellness and Resilience Education* (AWARE) grantees.
2. Describe the *Classroom Check Up model* of teacher consultation, including potential benefits in improving classroom management
3. Name three ways that implementation drivers may moderate the effects of selective and targeted evidence-based mental health intervention

SYM 03. Community School Partnerships Essential to Multi-Tiered Systems of Support

1. List three strategies to creating and sustaining school and community partnerships at the local level essential to implementing evidence based/best practices across Multi-Tiered System of Mental Health Supports
2. Describe the importance and positive impact of Youth and Adult Mental Health on students, schools and communities
3. List three state level outcomes resulting from school and community partnerships at the state level and strategies, resources and supports to sustain these efforts

SYM 04. Critical Components of Planning and Practice Toward Creating Trauma Informed Schools

1. Identify strategies and lessons learned from a multiyear strategic planning process for implementing trauma-informed practices at a district level
2. Describe how to develop a comprehensive needs assessment, using available tools that directs schools' concrete action steps
3. Describe the Teaching Institute Model; and how to use the Trauma-Responsive School Implementation Assessment (TRS-IA) to inform strategic planning to enhance trauma-informed policies and programs

SYM 05. Diverse Students in Current Times

1. List at least three reasons schools and educational institutions serve as important settings for evidence-based stressors and meeting diverse students' needs
2. Describe important cultural characteristics and influences significant for successfully serving Latino and other culturally diverse young adults in school settings
3. Describe at least three culturally competent, responsive and effective mental health practices for Latino and other culturally diverse students on campuses

SYM 06. Implementing Evidence-Based Practice in School Mental Health

1. Explain how individual student-level and school-level predictors are related to retaining students in school mental health services
2. Describe evidence-based program, measurement-based care, and its utilization and fidelity in school mental health.
3. Analyze school mental health clinician and supervisor perspectives on barriers and facilitators to implementing MBC in school settings

SYM 07. An Implementation Guide to the Interconnected Systems Framework

1. Describe the core implementation domains of an Interconnected Systems Framework
2. List three tools to assist school and community partners in aligning and integrating school mental health and PBIS
3. Articulate examples of how to implement an Interconnected Systems Framework

SYM 08. Infrastructure Development and Implementation of a Statewide Trauma-Informed School MH Framework

1. List three key strategies for developing a statewide school mental health collaborative infrastructure
2. Describe the child outcomes from a statewide CBITS/Bounce Back initiative
3. Identify three strategies for engaging districts to participate in the SHAPE System to advance quality and sustainability

SYM 09. Moving the Field Forward: Using Technology to Increase School MH Practitioners' Skills

1. List three key strategies for developing a statewide school mental health collaborative infrastructure
2. Describe the child outcomes from a statewide CBITS/Bounce Back initiative
3. Identify three strategies for engaging districts to participate in the SHAPE System to advance quality and sustainability

SYM 10. Promoting School Safety Through an Emotional and Behavioral Health Crisis Response and Prevention Model

1. List 5 approaches to implementing a comprehensive emotional and behavioral health model in school or school system that address overall positive school climate and support the mental health needs of students
2. Compare and contrast the impact of a comprehensive emotional and behavioral health model, looking at the data collected from a sample set of intervention and comparison schools, and using this data to inform school/ systems decisions around choosing evidence-based implementation strategies using this model
3. Describe how a comprehensive continuum approach to improving school safety and positive school climate is consistent with a multi-tiered system of support, while identifying three areas of considerations when implementing based on individual school/climate needs

SYM 11. Public Health Interventions in Schools

1. Analyze mental health, substance use treatment, and educational outcomes obtained in urban school based health centers (SBHC's)
2. Describe and illustrate specific integrated care techniques as a way to reach vulnerable youth with mental health conditions in school based health centers
3. Recognize new models of school-based mental health delivery that emphasize an integrated, continuum of care including prevention (Tier 1), targeted (Tier 2) and intensive (Tier 3) interventions

SYM 12. Three Perspectives on Establishing Sustainable School-Community Partnerships Through Effective Collaborations

1. Describe the mutual benefits and importance of collaborative school-community partnerships within a multi-tiered system of support at local and state levels
2. Explain how school systems and community agencies can partner together to create sustainable practices that promote the well-being of children, youth, families
3. Articulate several innovative strategies designed for a small, medium and large school division when developing school-community partnerships.

SYM 13. Tipping Point: Getting to Wide Scale Adoption of quality, Comprehensive School Behavioral Health

1. Describe the work growing from an Expert Panel on School Mental health and increase knowledge about school behavioral health as a public health issue
2. Describe local, state and federal level efforts underway to advance wide scale adoption of school mental health and continue to build momentum through dialogue as part of the National "Community of Practice" for School Behavioral Health
3. Identify lessons learned from school mental health efforts across the country and generate ideas to further mobilize their own leadership for a "Tipping point" in School Mental Health.

SYM 14. Using Motivational Interviewing to Optimize Implementation of Prevention Programs for Youth, Families, and Teachers

1. Describe evaluation tools used in the assessment of motivational interviewing (MI) quality (skill, competency, and proficiency) and the interventions into which MI is embedded
2. Identify the initial results of the use of Motivational Interviewing Training and Assessment System (MITAS) with school personnel and allied professionals
3. Examine fidelity considerations for MI and its multi-faceted measurement

SYM 15. ESSA and School Mental Health

1. Explain how states are leveraging ESSA to increase access to mental health providers.
2. Articulate how states are leveraging ESSA to increase access to school mental health services
3. Identify key actions they can take to increase access to school mental and behavioral health in the state and local community

SYM 16. Training Staff in Evidence-Based Practices to Create Trauma Informed Schools

1. Describe how the process of collaboration between program implementers, graduate field education departments and school site field supervisors is crucial to successful program implementation.

2. List three essential components of a Trauma-Focused Internship Program that enhance fidelity of evidence-based practice implementation
3. List three barriers to Trauma-Focused Internship Program implementation and strategies to address them