

**Saturday, October 13, 2018**

**Learning Objectives**

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

**Intensive Training Sessions**

**Saturday, October 13, 2018**

**8:30 – 11:45 a.m.**

## **IT 01. A “How To” Session on Implementing School-Based Universal Screening for Mental Health**

1. Explain clinical steps to assess readiness for universal screening
2. Identify strategies to implement universal screening in school districts
3. Analyze universal screening data and use the data for decision-making

## **IT 02. Building a Comprehensive Behavioral Health Model: A Sure Win**

1. Identify the core components of the Comprehensive Behavior Health Model (CBHM), including how to engage staff, students and families within a service delivery model.
2. Explain universal screening, procedures and tools and how to analyze and synthesize data to inform decisions for prevention and interventions across all MTSS levels.
3. Identify and overcome barriers in the implementation efforts of behavioral health services across all MTSS levels.

## **IT 03. Building Trauma-Sensitive Schools: A Roadmap for Implementation**

1. Describe the core elements of a trauma-sensitive school
2. List key steps for adopting a trauma-sensitive approach school-wide
3. Construct a plan for supporting a trauma-sensitive approach in schools/districts

## **IT 04. Creating Connection as the Sure Bet Against Bullying**

1. List 4 or more specific skills that improve bullying behavior by employing adventure-based activities
2. Describe skills needed to lead 3 or more experiential games targeting resilience and bullying
3. Describe clinical strategies to process/debrief the groups in order to achieve the most benefits to increase resilience and reduce bullying

## **IT 05. Culturally Responsive School Mental Health and Community Practices**

1. Describe the need to diversity, multiculturalism and cultural humility and responsiveness in relation to future mental health professionals in school mental health practices through the “Multidimensional Triple C-A-R-E Model” (Mock,
2. Identify (at least 3) barriers or challenges to incorporate multicultural concepts into work as clinical mental health staff in schools
3. Identify (at least 3) strategies to incorporate multicultural concepts and processes into effectively preparing and training current and future school mental health professionals

## **IT 06. Gender Inclusivity, Beyond the Ballroom**

1. List the three commonly accepted dimensions of gender
2. Identify limits to the binary system of gender
3. Identify one next step towards planning, implementation, and/or, training within a school or school system to address the issue of gender inclusivity

## **IT 07. School-Based Prevention of Sexual Assault, Teen Dating Violence and Child Sex Trafficking**

1. Describe the characteristics and prevalence of sexual assault, teen dating violence and child sex trafficking and comment on how a public health approach can be successfully applied in schools to help prevent these issues
2. Identify common characteristics of successful evidence-based programming and specific evidence-based and promising practices
3. Identify a variety of effective skills for practitioners to assist in reducing and preventing sexual assault, teen dating violence, and child sex trafficking

## **IT 08. Side by Side: A Collaborative Model for Integrating Mental Health Supports in Schools**

1. Describe collaborative interventions among mental health providers and educators at the universal, selective and targeted levels of support
2. Describe trauma-informed interventions that support staff and students in de-escalating crises and in collaborative planning for future success in reducing the frequency and intensity of these crises
3. List multiple structures that can be used to integrate collaborative approaches to mental health in schools

## **IT 09. The Play’s the Thing: Developmental Use of Theatre Games for Social and Emotional Growth**

1. Define the three main types of developmental interactions in group based settings
2. Compare three individual activities/games and their appropriateness for use with various developmental populations
3. Formulate and demonstrate evidence-based developmental theories through new game creation and facilitation

## **IT 10. Trauma-Sensitive YOGA Plus Mindfulness to Build Student Self-Regulation and Resilience**

1. Describe the core components of trauma-sensitive yoga and mindfulness.
2. Demonstrate an experiential best practices of trauma sensitive chair yoga and mindfulness through participation in actual practice sessions
3. Identify skills necessary to integrate trauma sensitive yoga and mindfulness into therapy sessions with at-risk students

## **IT 11. What Happens in Vegas, Stays in Vegas: Don’t Tell Our Secrets: Understanding Behavior of Children Dealing with Family Violence**

1. Describe three ways in which trauma impacts learning and social and emotional development
2. Compare and contrast protective factors of child witnesses of domestic violence
3. Describe three barriers and the impact of multi-systemic interface of child survivors of family violence