Thursday, October 11, 2018

Learning Objectives

Thursday, Keynote presentation

Attendees will be able to:

1. Describe the relationships between school mental health and excellence, safety, and equity.
2. Identify universalize school mental health and the connection to academic excellence.
3. Define the multi-tiered approach to schools.

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

1.01   CBITS: Addressing Barriers to Implementation of A school-Based Group Treatment for Trauma
1. Identify key stakeholders in one's school/district who have the ability to support increased trauma services in a group setting for students in schools
2. List three solutions from the presentation to increase successful implementation of an EBP school or districts
3. Identify at least one strategy to provide continued fidelity monitoring and support

1.02   Customization in Implementing School-Based Programming: An Adaptive Decision-Making Process for Mental Health Consultation
1. Describe the Georgetown University model of Early Childhood Mental Health Consultation (ECMHC) and implementation in an early childhood public charter school system in Washington, DC
2. Describe implementation challenges and explain the process of adapting the model to individual schools as well as a unique school system
3. Identify lessons learned with application to challenges that audience members have faced in their own implantation of programming

1.03   Educating Secondary Students on Depression and Suicide Using an Evidence-Based Universal Approach
1. Explain the significance of increasing suicide rates among youth in the United States
2. Summarize the *Signs of Suicide Program*, including the overall goals of the program
3. Relate how Thompson School District is implementing the Signs of Suicide program in middle schools

1.04   Eliminating Barriers to School Mental Health: Keeping "Georgia On My Mind"
1. Briefly summarize Georgia's Project AWARE and state its primary goal and purpose
2. Identify barriers and perceived barriers to school mental services at the school, district and state level
3. Identify strategies for removing barriers preventing buy-in to school-based mental health services

1.05   From Crib to Kinder: Building State and Local Capacity for Early Intervention
1. Identify useful strategies to build state and local policies that support early childhood social and emotional learning, school readiness and early childhood behavioral and mental health
2. Identify strategies that could be useful in the state and community to support early childhood mental health programs and services in the school and community
3. Cite useful examples to support early childhood mental health in schools and communities in urban, rural and frontier designated populations

1.06   Implementing a Three-Tier Model to Expand Student Mental Health Awareness and Services
1. Identify successful school-wide strategies to improve school climate and student well-being
2. Identify specific strategies to increase students' and school staff's awareness of mental health and expand access to mental health services
3. Identify evaluation strategies that can be implemented to impact of school-based mental health efforts at the local and state level

1.07   Implementing Restorative Practices Within a Multi-tiered System of Supports
1. Describe the theory behind Restorative Practices
2. Identify critical features of Positive Behavioral Interventions and Supports (PBIS)
3. Self-assess current behavioral supports (alignment of Restorative Practices and Positive Behavioral Interventions and Supports (PBIS)) and action plan to support installation and sustainability

1.08   Lights, Camera, Action: Engaging Families and Community with a Mental Wellness Film Series
1. Identify strategies to connect schools and families to community behavioral health providers and resources beyond a direct referral from School Counselors
2. Identify ways to engage parents and community members in conversations on K-12 student's mental wellness through family friendly activities and giveaways
3. List five 5 effective ways to market district wide events to families

1.09   Not their Crime, But Still Their Sentence: Supporting Children of Incarcerated Parents
1. Identify at least three factors that can impact a child's adjustment to parental incarceration
2. List at least three resources that can be used to support children of incarcerated parents and their families
3. Identify at least one strategy that can be used to reduce stigma and increase support to children of incarcerated parents

1.10   Promoting Adoption of Mindfulness in Schools: Strategies for Assessing Individual and Organizational Readiness
1. List factors that relate to organizational and individual readiness
2. Explain how readiness assessment can promote successful adoption of a mindfulness program (or other individual intervention) within an organization
3. Describe a readiness assessment process for identifying schools likely to successfully adopt a mindfulness-based intervention

1.11   Reclaiming Lives: A Tier 3 Intervention for Youth in the Juvenile Justice System
1. Explain the unique systems and support needs of youth who are involved in the juvenile justice system
2. Explain how a Tier 3 intervention specifically designed for high school youth with significant support needs can build/restore their protective factors and resource network
3. Describe how youth who are in the justice system talk about their histories and explain the value of receiving support to articulate their vision and pursue a plan for school-to-adult life transition

1.12   The Masks of Manipulation
1. Define emotional manipulation and be able to explain how manipulation negatively impacts relationships
2. List three specific features of manipulative behavior used to control a person or a situation
3. Identify tools and strategies to integrate the 5-Step Method to stop manipulative behavior into the classroom, in after-school programs

1.13 Tools for Schools: Practical Tools for Initiating Student Mental Health and Wellness Initiatives in Schools
1. List three strategies to successfully engage families in student learning
2. Identify the critical steps schools and/or districts can take in planning initiatives to meet mental health and wellness needs in their communities
3. Identify actionable steps to advance student wellness, including mental health in their school community

1.14. Using Consultation to Strengthen Social, Emotional, and Behavioral Health Systems
1. List three strategies to successfully engage families in student learning
2. Identify the critical steps schools and/or districts can take in planning initiatives to meet mental health and wellness needs in their communities
3. Identify actionable steps to advance student wellness, including mental health in their school community

1.15. What Does "Recovery" Entail: Stories from One Dropout Recovery School Context to Improve School Climate
1. State the role of school climate and nonacademic supports in dropout recovery and alternative education settings
2. Explain the need for dropout recovery settings to use specific, targeted strategies to re-engage hard to reach youth and meet their complex needs
3. Identify two specific strategies for using data to design broader school improvement that address the emotional and behavioral health needs of hard to reach populations of youth

1.16. Wisconsin's Approach to Trauma Sensitive Schools
1. Identify where to access the free Wisconsin Trauma Sensitive Schools Online PD System
2. Describe how the Wisconsin approach to Trauma Sensitive Schools promotes positive outcomes for students and impacts staff attitudes and beliefs
3. Articulate tips on how to initiate or sustain a school-wide approach to trauma sensitive schools

Conference Session 2	**Thursday, October 11, 2018**	**10:30 – 11:30 a.m.**

2.01. ACT to Save a Life: Engaging Your School Community in Implementing a Universal, Evidence-Based Suicide Prevention Program
1. Cite current statistical data on suicide and attempted suicide rates in the United States
2. Identify five steps to implementing a universal prevention program with youth
3. Describe at least four steps to engage all adults in suicide prevention efforts

2.02. BRYT and Bridge Programs: A Growing Movement for School-Based Student Mental Health Support
1. Identify the key challenges associated with re-entry to school following extended mental health-related absences
2. Describe the BRYT program model for supporting student re-entry after an extended mental health-related absence
3. Articulate viable approaches to starting up BRYT-model programs, including the role of school counselors in the start-up process

2.03. Working Together to Promote Everyday Mental Health at School
1. Explain how this unique partnership facilitated educator engagement with this social emotional learning initiative
2. Describe key feedback provided by educators when the proposed everyday mental health practices were applied
3. Identify key drivers for effective implementation at the school board, school, and classroom level

2.04. Community Partnerships: Lessons Learned from a Grant Recipient on the Impact of Community Partnerships for Comprehensive School MH
1. Describe steps involved in forming community partnerships
2. Identify three community partners for potential collaboration
3. List three resources for creating community partnerships

2.05. Creating Trauma Sensitive Environments in a Large Urban District
1. Define trauma and its impact on the developing brain
2. Explain how Trauma informed care and PBIS are used at Tier 1
3. Identify three mindfulness or self-regulation techniques to help children manage behavior

2.06. Engaging Families in School-Based Student Mental Health Support: The BRYT Story
1. Describe the BRYT Family Engagement model.
2. Name at least three key priorities identified by Bridge parents during BRYT's Year One of focused family engagement work
3. Identify three strategies the Wellesley Bridge Parent Leadership Team developed to support future parents

2.07. Fostering Professional Resilience and Social Emotional Wellness
1. Articulate the meaning of the evidence-based concepts of Compassion Stress, Burnout, Compassion Fatigue, Secondary Traumatic Stress, Compassion Satisfaction and Adult Resilience
2. Identify and describe the six areas of professional wellness (physical, social, intellectual, emotional, environmental and spiritual) and the impact of wellness avoidance and/or practices on their work performance and effectiveness
3. Create an individualized professional self-care plan and identify resources to support, foster, and sustain professional resilience and social emotional wellness

2.08. From the Ground Up: Building School-Community Partnerships to Serve Students and Families
1. Describe the four stages of a collaborative multi-tiered system of support
2. List three critical factors schools must address to be an effective mental health partner
3. Explain the benefits and challenges of partnerships between schools and community-based agencies

2.09. Healthy Mind, Healthy Future: Identifying the Mental Health Needs of Children
1. List three strategies to successfully engage families in student learning.
2. Describe how comprehensive school mental health is consistent with a multi-tiered system of support
3. Describe three effective skills related to reducing anxiety in students

2.10. Implementation of the Youth Risk Behavior Survey Among Freshmen Students
1. State of the overall project, including ways in which an external provider can collaborate effectively with school administration and a physical education department
2. Summarize the results of the project, including the correlations between the known factors that contribute to violence
3. Explain how the results of the project have been used to initiate new prevention programs and interventions

2.11. Increasing Mental Health Supports Through Community Partnerships
1. Describe the steps to align efforts locally and statewide to Kansans Can social emotional success initiative from the state education commissioner
2. Identify interventions designed to increase student resilience and feelings of hope through appropriate services such as school-based mental health
3. List strategies that serve to increase student attendance rates through access to mental health services and other community services
3. Describe how youth who are in the justice system talk about their histories and explain the value of receiving support to articulate their vision and pursue a plan for school-to-adult life transition

2.12. Riding the Wave from Insights to Implementation: Key Leadership Strategies to Build Sustainable School-Based Social Emotional Learning
1. Compare reliable and valid data sources to inform district wide school climate and culture strengths and needs to inform observable and measurable system and student goals
2. Analyze a model stakeholder input process to inform the development of a comprehensive social emotional support system
3. Compare different aspects of short and long term social emotional support implementation planning to increase probability of successful launch of key initiatives and long-term sustainability of system objectives

2.13. The Massachusetts School Mental Health Consortium: Advancing Wide-Scale Adoption of School Mental Health
1. Identify three strategies for organizing and sustaining partnerships between school districts to support the adoption of school mental health
2. State the importance of engaging in a needs assessment that draws from a common framework in order to establish a shared vision for collaboration and to focus the efforts of partnering districts
3. Explain how leveraging support and resources from agencies and organizations at various levels can serve to enhance the efforts of partnering districts

2.14. The Power of Peers: Peer-Driven Depression Awareness Resources for Middle and High School Communities
1. Identify the key components of a depression and suicide awareness program and apply these key components to developing depression awareness and suicide prevention programs
2. Outline the steps of constructing a program to best serve student populations
3. Explain how to gain access to all materials for students, educators and parents to be used in school-based suicide prevention work

2.15. The Role of Physical Activity and Peer Mentoring in Promoting Physical, Social and Emotional Health
1. State the impact of peer mentoring on both mentors and mentees with identified mental health needs
2. Describe the impact of physical activity on young people's physical, social and emotional health
3. Describe the role of physical activity as a vehicle for educating young people about resilience, mental health and well-being

2.16. Three Lane Highway: Aligning Academic, Behavior, and mental Wellness Drivers to Guide an MTSS Framework
1. Explain the components of each implementation driver (competency, leadership, organization) as applied in a multi-tiered system of supports (MTSS) framework
2. Describe how the districts and schools were provided with the processes, tools, and examples for the alignment of mental wellness supports

4

3. Summarize key district and school progress using the Virginia Tiered Systems of Supports (VTSS) framework to align the three domains implementation drivers

3.01. Adapting Modular Cognitive Behavior Therapy to a Group Format for At-Risk High School Students
1. Describe a university-school collaboration for identifying a school's need for Tier 2 services, and the potentially difficult fit between those needs and currently available interventions
2. Explain the synergistic integration of modular treatment and assessment approaches for developing an innovative group therapy approach to youth anxiety
3. Summarize a modular cognitive behavior therapy group implementation effort concerning pragmatic and theoretical barriers and facilitators, preliminary findings, and future implications

3.02. Advancing a City-Wide School Mental Health Initiative
1. Identify the steps involved in building school-based capacity for comprehensive school mental health through public-private partnerships
2. Describe at least two strategies for advancing a school mental health initiative within a broader city-wide context through public-private partnerships
3. Identify at least one process for bringing together a diverse collaborative that may yield a funding, capacity-building, or policy opportunity

3.03. Attention-Deficit Hyperactivity Disorder: Research Informed Treatment in a Multi-Tiered System
1. Identify evidence-based, complementary, and integrative approaches to support school success for children with ADHD
2. Explain how school-based interventions for ADHD fit within educational contexts such as MTSS and educational law
3. Describe how mental health and school-based professionals can collaborate to improve access to, and implementation of, interventions for children with ADHD

3.04. Betting on the Emotional Health of Our Students
1. List at least one strategy format for collecting student-level data as used to evaluate intervention effectiveness
2. Describe one working example of a collaborative student support team and will be able to identify 3 or more stakeholders to include on such a team
3. Identify at least one process for bringing together a diverse collaborative that may yield a funding, capacity-building, or policy opportunity

3.05. Finding the Bridge: A Collaboration Between County Government and Education
1. Identify strategies that create a climate between systems which promotes shared responsibility for students academic, emotional and behavioral success
2. Explain the successful use of data to guide targeted mental health program development and implementation as well as ongoing quality improvement
3. Outline the steps to train a leadership team that can replicate effective programs and support schools on a larger scale

3.06. From Start to Finish: Supporting a Holistic School Mental Health Program as a Community Partner
1 Explain how school climate data can help inform mental health promotion
2. Describe the use of data to guide targeted mental health program development and implementation as well as ongoing quality improvement
3. State how to train a leadership team that can replicate effective programs and support schools on a larger scale.

3.07. Implementation of CLAS Standards in Education-New Hampshire Experience
1 State the ways CLAS helps schools to meet the needs of all students
2. Distinguish the planning and implementation of CLAS Standards
3. Explain the how the federal civil rights laws addresses the growing diversity and proficiency disparities scores of students

3.08. Integrating a Tiered Mental Health Framework with Universal Screening in an Urban School District
1. Identify three challenges encountered by an urban school integrating universal screening with an existing SWPBIS framework
2. Describe important components of teacher training for behavioral and mental health screening, and effective classroom management strategies
3. Identify specific activities necessary to sustain and scale a Tier I and Tier II mental and behavioral health assessment to intervention programs

3.09. Go Slow to Go Fast: Training and Coaching for Tier 3
1. Explain how the research-based Implementation Framework is used to create a strong training and coaching support system for individuals who are learning and implementing research-based practices
2. Articulate how to develop the key features and practice standards of an intervention
3. Explain the use of tools and data to coach for improved fidelity of implementation of a practice

3.10. Roadmap for Creating Zero Suicide Schools
1. List three strategies to successfully build a cross-system school mental health coalition that addresses suicide in child and youth populations
2. Explain key elements to achieving a Zero Suicide School
3. Identify strategies that influence public policy impacting school mental health

3.11. Seamless Pathways to Care Through School Mental Health Literacy and Go-To Educator Early Identification Approaches
1. Describe a school-based pathway to care model that can be applied in different school settings to address adolescent mental health needs
2. Describe the mental health literacy resource: *Mental Health & High School Curriculum Guide* and explain how it has been implemented in different countries and its impact through robust research and evaluations
3. Summarize the *Go-To Educator Training* for the early identification of students at risk of mental illness and explain how it has the potential to link education and health systems to improve the quality of referral

3.12. Staying in School: Increasing Retention for School-Based Therapists
1. Identify the major benefits of decreasing turnover rate among clinicians
2. List three strategies to decrease turnover rate of clinical staff
3. Identify strategies to support school-based clinicians to enhance retention and decrease turn-over

3.13. Teaching Social-emotional Competencies Within a Comprehensive PBIS Framework
1. Compare how PBIS and social emotional curriculum is similar and different
2. Describe strategies to align initiatives more effectively
3. Identify specific steps that lead to aligning efforts

3.14. The Jack Splitt Marijuana Resource Bank
1. Describe the Jack Splitt Memorial Marijuana Resource Bank and tell how to access its resources
2. Identify the various functions of the resource bank to respective organizations
3. Explain how this resource bank can be used in conjunction with current MTSS building efforts.

3.15. Using School Climate Survey Data to Promote Mental Health
1. Describe the ED School Climate Surveys and explore how school climate data can help inform mental health enhancement and promotion
2. Explore the areas in which the outcome data can be useful in treatment planning, curriculum advancement and administrative policy planning
3. Identify how to access this resource data instrument

3.16. Vision (Checked), Hearing (Checked), Well-Being (Checked): Monitoring Students' Complete Mental Health
1. Identify the key benefits and utility of universal complete mental health screening for enhancing student mental health outcomes
2. Identify important, clear-cut steps to consider for implementation of universal complete mental health screening
3. Apply steps to properly implement universal complete mental health screening across a variety of settings

Conference Session 4	Thursday, October 11, 2018	2:15 – 3:15 p.m.

4.01. Assessing Needs and Resources to Implement DBT Skills to Address Internalizing Symptoms and Suicide Risks
1. Describe the process of developing a hospital-school partnership to address community identified mental health needs
2. Describe key steps in conducting a multi-method targeted needs assessment related to anxiety, depression, and suicide prevention in schools
3. Identify key barriers and facilitators to implementation of the Dialectical Behavior Therapy Skills Training for Emotional Problem Solving for Adolescents (DBT STEPS-A) in the high school setting to respond to concerns related to anxiety, depression, and suicide

4.02. Behavioral Health Team Collaborative Case Studies: 3 District Dissemination Models
1. Describe behavioral health teams and identify the teaming structures in r school
2. Recognize key readiness factors for teaming structures and how to collaborate to improve school "buy-in" to new strategies.
3. Identify components of building a district-wide dissemination plan that standardizes MTSS process and creates a system of care via school-community collaborations, using lessons from the case examples provided

4.03. Creating Safe Spaces: Using the Free Let's Talk Curriculum to Build Life Skills
1. Identify the National Runaway Safeline's services as a helpful resource in assisting their youth, families, and communities
2. Recognize the different modules that comprise the *Let's Talk* curriculum, focusing on specific youth approved activities that they can utilized
3. Identify review facilitation tips, best practices, and modification options for curriculum implementation

4.04. Data Shouldn't Be a Four Letter Word: Building Capacity to Use Data in the Context of Tier 2 Interventions
1. List three common barriers impacting a school's ability to use data-based decision-making in the context of SWPBIS.
2. Identify one strategy to create a data management system for Tier 2 behavioral data
3. Identify one strategy to increase the use of behavioral data during team meetings

4.05. Entrance and Exit Criteria for School Mental Health Services: What We need to Talk About
1. State of current assessment and service-delivery criteria in SMH
2. Identify the barriers to successfully developing entrance and exit criteria
3. Identify the 5-step assessment model and apply it to the school setting

4.06. Families and Schools Together (FAST) in Rural Nebraska
1. Describe five ways in which FAST enhanced family relationships and prevention methods for school failures
2. State the importance of substance abuse prevention in children and families
3. Identify three strategies in which FAST implements to reduce stress that parents and children experience from daily life situations

4.07. From Paper to Practice: Actualizing a Vision for Regional Integration of School and Community Student Behavioral Health
1. Identify steps for building a regional system for addressing student behavioral health through collaboration, education, innovation and advocacy
2. Describe how one school district utilized the Center's initiatives/activities to develop a comprehensive Multi-Tiered PBIS Enhanced Model for school behavioral health that focuses on meeting the physical, behavioral, social, emotional, and mental health needs of all students
3. Utilize the Center's "Lessons Learned" to explore how this system could be replicated in their own region

4.08. Implementation of Tele-Health in School Based Clinics
1. Identify at least three procedures necessary to implement Telehealth
2. Identify three benefits and two potential barriers to establishing a telehealth program in a school based setting
3. Assess implementation readiness for replication in other school systems

4.09. Integrating SEL Instruction and Restorative Justice to Support Student Development of SEL Competencies
1. Describe and explain a systematic and effective method for embedding SEL instruction within core academic curricula
2. demonstrate the use of a systematic protocol to identify students for targeted SEL instruction at the tier 2 level.
3. Describe how Restorative Justice and SEL instruction can be integrated into a system that supports student development of SEL competencies

4.10. Promoting Mental Health and Prevention Youth Violence Using the Safe School Healthy Students Framework
1. State the value and scope of the SS/HS model of school-based mental health promotion, prevention, and intervention services and the impacts for students, schools, families, and communities
2. State how to use the methods and resources in SS/HS FIT on how to promote mental health and prevent youth violence in collaboration with education, mental health, families, students, and other child-serving systems
3. Identify successful strategies—from both the state and LEA/community level—on implementing, sustaining, and expanding comprehensive school mental health and youth violence prevention programs

4.11. Recess Routines for All: Promoting Mental and Physical Health and Building a Positive Climate Conducive for Learning
1. Identify three benefits from recess participation to students
2. describe three inclusive practices to promote recess for all students
3. List three resources that they can use to apply what they have learned to support inclusive recess practices

4.12. Saving Lives and Giving Hope: Collaborative Suicide Prevention Efforts
1. Identify suicide warning signs, risk factors, and protective factors
2. Identify key community partners vital to the success of a community wide suicide prevention campaign.
3. Explore outcome data on the success rate of this prevention program

4.13. School-Based Mindfulness and YOGA with Young Adolescents as an Enhanced Health and Physical Education Curriculum
1. Describe factors that influence fidelity of implementation of a mindfulness based universal prevention program for 9th grade health and PE classes
2. Describe factors that influence acceptability of a mindfulness based universal prevention program for 9th grade health and PE classes according to students, teachers, and administration
3. Describe efficacy of a mindfulness based universal prevention program for 9th grade health and PE classes compared to an alternative stress management and coping treatment

4.14. Striving Toward Academics, Respect, Responsibility and Safety (STAARS)
1. Describe the STARRS program, a collaborative, school-based model program design that meets the needs of students with intense management needs
2. Identify the mental health needs of students and possible strategies for meeting those needs in an alternative setting
3. Describe how to promote the roles of educators and service providers in serving the whole student

4.15. The Whole is Greater Than Any of Its Parts: Increasing Sustainability through Multi-Agency Partnerships
1. List three strategies to reduce silos in behavioral health programming
2. Identify ways to access joint funding sources
3. Identify four components for a behavioral health evaluation

4.16. Youth and Families as Effective Partners in MTSS Implementation
1. Describe the implementation and development MTSS
2. Apply youth-adult partnerships in MTSS and family partnerships in MTSS using Hart's Ladder of Student Involvement
3. Identify policy considerations and implications and begin to develop policy recommendations for youth and family partnerships in MTSS

5.01. Addressing the Opportunity Gap through Educating the Whole Child
1. List the key features of a resiliency-building school-to-career Tier 3 intervention for high school students who are off-track for graduation and who have significant social and emotional support needs
2. Articulate the steps taken by a large urban school district to successfully implement and scale-up a research-based Tier 3 practice
3. Explain how application of research-based implementation tools relate to the successful implementation and sustainability of a Tier 3 practice

5.02. Behavioral Health Integration: A Model of Co-Location Between Community Mental Health Centers
1. Identify strategies for developing a comprehensive partnership between community mental health entities and the school system
2. Explain the connection between behavioral health needs, educational needs, and academic outcomes
3. Identify the key components of operational and administrative oversight of a school-based mental health model.

5.03. Break Free From Depression: A Universal High School Prevention Curriculum
1. Describe the effects of adolescent depression
2. Establish a connection between behavioral health needs, educational needs, and academic outcomes
3. Identify the key components of operational and administrative oversight of a school-based mental health model

5.04. Building State Capacity to Support Behavioral Health Services in Schools
1. Describe the role of state level agency in developing systems of support for behavioral health in local education agencies
2. Identify three high level implementation drivers that facilitate success at state and local level
3. Explain how the SHAPE system facilitates state and local capacity to support mental health

5.05. Creating a Trauma Informed School District
1. Describe the basic mental health needs of students
2. Explain the importance evidence-based mental health needs of your students
3. Identify strategies to promote and create a trauma-informed school

5.06. Developing a Quantitative Assessment Tool for Policies Supporting the Whole School, Whole Child, Whole Community Model
1. Describe the purpose of developing a WSCC policy evaluation tool
2. Explain how to use the WellSAT in their day to day practice
3. Explain the process of developing the WellSAT WSCC expansion items

5.07. Developing a School Behavioral Health Programs in a Rural Community
1. Identify three strategies for implementing school behavioral health in a rural community
2. State why it is important to work with community mental health centers in developing a rural program
3. Identify the unique challenges and barriers to implementing a rural mental health program

5.08. Developing Positive Behavioral Programming for Students on the Autism Spectrum
1. Describe the shifting complexity of students on the spectrum by listing 3 changes
2. Identify three new strategies for assessing problematic behaviors that acknowledge the impact of mental health and trauma.
3. Identify 5 new evidence-based strategies for supporting students on the autism spectrum that have proven to be successful in the school environment using real examples

5.09. Using Social Media to Assess Mental Health
1. Identify the challenges of using social media to assess mental health
2. Describe the process of assisting other clinician to use social media
3. Explain strategies to evaluate the success of using social media to assess mental health

5.10. New Britain Transitional Center: A Model School for Success with the SED Student
1. Identify three evidence-based practices that can be used to support student behavior in a special-education setting.
2. List five examples of activities/procedures that can be used to strengthen parent-school relationships
3. Examine community partnerships, and how their direct and/or indirect involvement can impact student mental health

5.11. Project HI AWARE: Expanding Tier 2 Interventions to Match the Need of the Student
1. Identify 4 of 7 Tier 2 interventions for use in the classroom environment
2. Assess a student intervention form that will assist in matching the appropriate intervention to the need of the student
3. Demonstrate increased skill in matching an intervention to the need of a student through sample scenarios

5.12. Ready, Set Integrate: Is Your Team Ready to Integrate Mental Wellness into a PBIS Framework
1. Describe practices for establishing effective teams to facilitate the integration of school-based mental health supports into a positive behavioral interventions and supports framework
2. Identify strategies for securing buy-in of key stakeholders from varying youth serving organizations to assist in implementation of an integrated MTSS for mental wellness.
3. Identify key aspects of an effective coaching and professional development plan to support educators and mental health practitioners in implementation of a MTSS

5.13. Taking MTSS to Heart: Start With the WHY
1. Identify barriers to moving from NCLB academic focused schools to ESSA whole child work in schools
2. List 3 strategies to promote staff change
3. Identify 3 strategies to successfully engage classroom teachers and non-behavioral/mental health staff with student behavior

5.14. Teacher Well-Being: From Research to Practice
1. Identify common signs of stress, burnout, compassion fatigue, and vicarious trauma
2. List 3 strategies to promote self-care
3. Identify 3 strategies to maintaining balanced emotional health

5.15. The Use of Brief Screening to Support Student Access o Mental Health Services
1. Identify common signs of stress, burnout, compassion fatigue, and vicarious trauma
2. List 3 strategies to promote self-care
3. Identify 3 strategies to maintaining balanced emotional health

5.16. Understanding and Implementing CLAS Standards in Education
1. Define and describe *Culturally and Linguistically Appropriate Services* (CLAS) Standards in education
2. Articulate the implications of CLAS Standards in respective schools
3. Identify effective strategies of making schools culturally inclusive

6.01. Advocating for School Mental Health Services in the Community
1. List the key features of a resiliency-building school-to-career Tier 3 intervention for high school students who are off-track for graduation and who have significant social and emotional support needs
2. Articulate the steps taken by a large urban school district to successfully implement and scale-up a research-based Tier 3 practice
3. Explain how application of research-based implementation tools relate to the successful implementation and sustainability of a Tier 3 practice

6.02. How a Small Program Can Have a Large Impact: McLean School Nurse Project
1. Identify strategies for developing a comprehensive partnership between community mental health entities and the school system
2. Explain the connection between behavioral health needs, educational needs, and academic outcomes
3. Identify the key components of operational and administrative oversight of a school-based mental health model.

6.03. Decreasing OSS, Increasing Engagement: The Story of School and Community Partnership
1. Describe the effects of adolescent depression
2. Establish a connection between behavioral health needs, educational needs, and academic outcomes
3. Identify the key components of operational and administrative oversight of a school-based mental health model

6.04. Ensuring Classroom Management Practices Are Trauma Informed
1. Describe the role of state level agency in developing systems of support for behavioral health in local education agencies
2. Identify three high level implementation drivers that facilitate success at state and local level
3. Explain how the SHAPE system facilitates state and local capacity to support mental health

6.05. Exposing and Understanding secondary Traumatic Stress in Educational Settings
1. Describe the basic mental health needs of students
2. Explain the importance of evidence-based mental health needs of your students
3. Identify strategies to promote and create a trauma-informed school

6.06. Improving Students Outcomes with Universal and Comprehensive Support
1. Describe the purpose of developing a WSCC policy evaluation tool
2. Explain how to use the WellSAT in their day to day practice
3. Explain the process of developing the WellSAT WSCC expansion items

6.07. LGBTQI: Mental Health and Creating a Safe Zone in the School Setting
1. Identify three strategies for implementing school behavioral health in a rural community
2. State why it is important to work with community mental health centers in developing a rural program
3. Identify the unique challenges and barriers to implementing a rural mental health program

6.08. Peers C.A.R.E. – Creating Academic Resilience and Empathy
1. Describe the shifting complexity of students on the spectrum by listing 3 changes
2. Identify three new strategies for assessing problematic behaviors that acknowledge the impact of mental health and trauma.
3. Identify 5 new evidence-based strategies for supporting students on the autism spectrum that have proven to be successful in the school environment using real examples

6.09. Reducing Variance of Pro-Social Skills Teaching for Students Needing Individualized Supports
1. Identify the challenges adults face in teaching students positive social skills and the challenges of addressing problem behaviors using punishment systems
2. Describe the process of assisting students in labeling their emotions, especially in situations of fear and anger, for the purpose of problem solving in developing positive behaviors
3. Explain strategies to evaluate a students' comprehension of their role in the emotion coaching process

6.10. Socio-Cultural Adaptations to Enhance the Effectiveness of Youth Mental Health Prevention Programs
1. Identify three evidence-based practices that can be used to support student behavior in a special-education setting.
2. List five examples of activities/procedures that can be used to strengthen parent-school relationships
3. Examine community partnerships, and how their direct and/or indirect involvement can impact student mental health

6.11. Supporting Newcomers in Schools by Utilizing a Trauma-Informed Practice
1. Identify 4 of 7 Tier 2 interventions for use in the classroom environment
2. Assess a student intervention form that will assist in matching the appropriate intervention to the need of the student
3. Demonstrate increased skill in matching an intervention to the need of a student through sample scenarios

6.12. The Bermuda Triangle: Navigating Teams to Stay on Course in Tier 2
1. Describe practices for establishing effective teams to facilitate the integration of school-based mental health supports into a positive behavioral interventions and supports framework
2. Identify strategies for securing buy-in of key stakeholders from varying youth serving organizations to assist in implementation of an integrated MTSS for mental wellness.
3. Identify key aspects of an effective coaching and professional development plan to support educators and mental health practitioners in implementation of a MTSS

6.13. Tools to Inform Schools: A Pilot Standardize How NYC Assesses Mental Health Capacity Across 950 Schools
1. Identify barriers to moving from NCLB academic focused schools to ESSA whole child work in schools
2. List 3 strategies to promote staff change
3. Identify 3 strategies to successfully engage classroom teachers and non-behavioral/mental health staff with student behavior

6.14. Triple Layer Chess: Mindset and Strategies for Sustaining and Growing School Mental Health Programs
1. Identify common signs of stress, burnout, compassion fatigue, and vicarious trauma
2. List 3 strategies to promote self-care
3. Identify 3 strategies to maintaining balanced emotional health

6.15. Universal Behavioral Health Screening as a Component of Comprehensive School-Based Suicide Prevention
1. Identify common signs of stress, burnout, compassion fatigue, and vicarious trauma
2. List 3 strategies to promote self-care
3. Identify 3 strategies to maintaining balanced emotional health

6.16. What Leaders need to Know About building Mental Health Services
1. Define and describe *Culturally and Linguistically Appropriate Services* (CLAS) Standards in education
2. Articulate the implications of CLAS Standards in respective schools

9

3. Identify effective strategies of making schools culturally inclusive