



The 2018 Annual Conference on Advancing School Mental Health

## REQUEST FOR PROPOSALS

*Online submission is required. Proposals are due by Monday, February 5, 2018 at 5:00 pm Eastern.*

The 2018 Annual Conference on Advancing School Mental Health  
October 11-13, 2018

2018 Conference Theme: *School Mental Health — A Sure Bet for Student Success!*

[\*\*SUBMIT ONLINE HERE\*\*](#)

### **CONFERENCE OBJECTIVES**

Participants will be able to:

- Identify three or more strategies for effectively implementing a full continuum of integrated school mental health approaches to support students' academic, behavioral, and social-emotional outcomes
- List three evidence-based practices and programs in school mental health
- Identify three action steps to meaningfully partner with youth and families in school mental health

### **GUIDELINES FOR PROPOSALS**

- Presentations should be consistent with conference objectives.
- Presentation topics should be consistent with the priorities of one track (see pages 4-5).
- Proposals must describe the content and method of teaching and identify three learning objectives for the session.
- Proposals should include information on how outcomes, research, evidence-based practice, and/or practice-based evidence inform the presentation.
- Presentations should be appropriate for and sensitive to a diverse group of stakeholders (e.g., youth and families, school-employed and school-based community health and mental health staff, educators, paraprofessionals, administrators, policymakers, advocates, child serving agency and organization staff, and researchers) and recognize the value of interdisciplinary collaboration.
- Proposals should be informed by quality and evidence-based practice and use data to inform decision making. Proposals that include data (e.g., concrete, objective findings from research, program evaluation or quality improvement efforts) are strongly encouraged.

## REQUEST FOR PROPOSALS

- Proposals should include information as to how the session relates to a multi-tiered system of mental health supports.
- Proposals should state how youth, families, and caregivers are included as collaborators in the development of the presentation, in vetting content, and/or as presenters. Sessions that include youth, families, and caregivers as presenters are strongly encouraged.
- Proposals should consider incorporating best practices and strategies related to:
  - Implementing a full continuum of integrated approaches to support students' academic, behavioral, and social-emotional outcomes
  - Building shared family-school-community system approaches
  - Fully involving diverse stakeholders — family-school-community partners — in all aspects of work
  - Evaluating, implementing, and advancing high quality and evidence-based services
  - Enhancing policy, growing resources, advancing research, and expanding programs and initiatives

### SUBMITTING A PROPOSAL

The following information is required for the online abstract submission:

- |   |   |
|---|---|
| (1) Presentation title (125 character limit*) | (6) Program book description (550 character limit*) |
| (2) Presentation track (see pages 4-5)        | (7) Presentation objectives                         |
| (3) Presentation category                     | (8) Presenter information                           |
| (4) Intended audience(s)                      | (9) Continuing Education information                |
| (5) Abstract (7,500 character limit*)         | <i>* Character limits include spaces.</i>           |

### **Presentation Categories**

- **Advanced Practice Skills Workshop (75 minutes):** A session that offers practical, evidence-based training related to assessment, evaluation, and/or practice in school mental health. Workshops should include skill rehearsal and practical implementation strategies.
- **Conference Session (60 minutes):** A session that encourages discussion and allows individuals to gain new knowledge, skills, and enhanced understanding of a topic related to research, training, policy, and/or practice in school mental health. NOTE – Presentations must include 5-10 minutes for audience Q&A and discussion.
- **Intensive Training Workshop (3 hours):** An extended session that offers more intensive, hands-on, interactive training for individuals interested in gaining more in-depth and advanced knowledge and/or skills related to a topic.
- **Poster (during the Friday evening reception):** A session that offers an opportunity to visually share and verbally discuss innovative research, training, policy, or practice in school mental health with attendees. CSMH will supply one 4' x 8' cork/cloth poster board for each presenter. Content typically includes: title, authors' names, introduction and abstract, methods, results, conclusions, tables and figures, and references.
- **Symposium (90 minutes):** Each symposium is comprised of 2-3 presentations that address a single topic from different perspectives or discuss several components of a research project. A symposium and its presenters are introduced by the symposium Chair. The Discussant provides a brief, reflective summary of all presentations at the end of the symposium. The symposium should include time for dialogue after the summary. There is a maximum of two speakers per presentation and a maximum of six speakers per symposium. The Chair and Discussant can both serve as presenters. Abstracts for symposia should include an abstract for each presentation, as well as an additional overall session summary.

# REQUEST FOR PROPOSALS

## ***Intended Audience(s)***

Please indicate the primary audience(s) your presentation is intended to reach: families, youth, educators, mental health and health providers, paraprofessionals, administrators, policymakers/legislators, researchers, child and family advocates, child welfare staff, juvenile service staff, community leaders.

## ***Objectives***

Please list three objectives that are clearly defined using measurable behavioral verbs such as classify, compare, contrast, demonstrate, describe, discuss, differentiate, explain, list, and name.

*Example: Compare three evidence-based practices for youth experiencing depression.*

## ***Presenter Information***

Please provide the following information for all presenters who will be in attendance: name, degree, title/role, organization, email, address, phone number, and a brief CV, resume, resume form, or NIH Biosketch.

## ***Continuing Education Information***

1) Each individual presenter must submit a Conflict of Interest form. (These forms may be signed by the lead presenter.)

2) The lead presenter must complete an Agreement to Participate on behalf of all presenters.

3) Your proposal must outline how you will cover the material described in your three presentation objectives. Please identify the three primary content areas, the amount of time spent on each, the presenter, and the teaching method (e.g., slide presentation, discussion, case example, etc.).

CONTENT (TOPICS)	TIME FRAME	PRESENTER(S)	TEACHING METHODS
1.			
2.			
3.			

## **IMPORTANT NOTES**

**Costs:** All presenters are responsible for their own transportation, accommodation, and conference registration costs. Presenters will receive a reduced presenter registration rate. If accepted, the primary presenter **MUST** contact ALL secondary presenters and complete an online confirmation of acceptance.

**Materials:** CSMH will provide a projector, screen, flip chart, markers, and microphone (if needed). Presenters will be responsible for all other equipment and copies of handout materials (if desired). For slide presentations, presenters must bring their own laptops and adapters.

**Presentation materials:** Presenters are asked to provide the CSMH with digital copies of their slides and handouts several weeks prior to the conference. All presentations will be posted to the CSMH website prior to the conference for participant reference.

**Notification:** Presenters will receive a decision on their proposal by April 16, 2018.

For more information please contact the Center for School Mental Health, 410-706-0980, [csmh@som.umaryland.edu](mailto:csmh@som.umaryland.edu).

# REQUEST FOR PROPOSALS

## Presentation Tracks

There are nine tracks for this year's conference. Each track is described below. Please select one of the nine tracks as a primary track and, if relevant, select one secondary track.

### 1) School Climate and Universal Mental Health Promotion - (Tier 1)

This track focuses on mental health promotion services and supports (Tier 1) 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 schoolwide, 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 address mental health and substance use concerns for groups of students who have been identified through needs assessments and school teaming processes as being at risk for a given concern or problem. When problems are identified early and supports put in place, positive youth development is promoted and problems can be eliminated or reduced. 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, tertiary services, or intensive services.

### 4) Implementation Drivers

This track focuses on the mechanisms or "drivers" that support the successful implementation of interventions in schools, especially as they relate to a multi-tiered system of student mental health supports (MTSS). These include (1) "competency drivers" – intervention fidelity, staff selection, training, and coaching; (2) "organization drivers" – school environments that promote effective mental health and educational services, including data-driven decision making, continuous quality improvement efforts, and collaborative approaches to sustain positive changes across schools, districts, and the state; and (3) "leadership drivers" – providing management strategies that address implementation challenges that arise at the leadership level.



## REQUEST FOR PROPOSALS

### 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-guided and family-driven principles with leadership from youth and family members. This track emphasizes a connection to meaningful youth and family participation in all aspects (e.g., planning, development, implementation, evaluation, training) of comprehensive school mental health.

### 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, health disparities, disproportionality, family engagement, 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.

*Online submission is required. Proposals are due by Monday, February 5, 2018 at 5:00 pm Eastern.*

**[SUBMIT ONLINE HERE](#)**