April 27-28, 2017

Sheraton Myrtle Beach Convention Center
Myrtle Beach, SC

“Moving Toward Exemplary and High Impact School Behavioral Health”
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**The South Carolina Education Association**

This conference was partially funded through a Patient-Centered Outcomes Research Institute (PCORI) Eugene Washington PCORI Engagement Award (EAN-2874).
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Dear Colleagues,

On behalf of the Southeastern School Behavioral Health Community (SSBHC), the SC Association for Positive Behavior Support Network, and the University of South Carolina, we are pleased to welcome you to the 2017 Southeastern School Behavioral Health Conference!

Since the first conference in the spring of 2014, in Columbia, SC, we have provided opportunities for representatives and stakeholders from across the region to come together to collaborate, network, and share local efforts they and others are making towards the advancement of school behavioral health (SBH). More comprehensive school mental health efforts (see http://csmh.umaryland.edu) working closely with multi-tiered systems of support, such as in Positive Behavioral Interventions and Supports (see www.pbis.org), highlights this work. We are fortunate to have witnessed the growth of this conference and community over the past four years from a primarily South Carolina focused operation to a more regional movement. We owe much of that success to you, our members and conference attendees.

This year’s conference includes stimulating presentations representing diverse perspectives from regional and national leaders. We also hope that you enjoy the many networking opportunities toward building new collaborations and strengthening existing ones. The Thursday evening poster presentation reception and the Friday afternoon roundtable discussions will be especially beneficial for making connections with other conference attendees.

On behalf of the Conference Advisory board, we offer our best wishes for an informative and enjoyable conference and we hope you have a terrific time in Myrtle Beach!

Lori Chappelle, MA  
Clinic Director / Director of Children’s Services  
Waccamaw Center for Mental Health

Robert Stevens, PhD  
Engagement Specialist  
Health Sciences South Carolina

Mark Weist, PhD  
Professor, Psychology Department  
University of South Carolina
Southeastern School Behavioral Health Community Advisory Board

Linda Allen, Charleston County School District c7, c8
Penny Arnau, Charleston County School District a, c7
Jen Baez, Charleston County School District, c5
Ben Baker, Youth board member, b
Susan Barrett, Mid-Atlantic PBIS Network, a, d-FL
Seth Bernstein, Licensed Psychologist, Florida, a, d-FL
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Kathrene Brendell, University of South Carolina, c6
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David Diana, DPD Marketing, b
LaJamea Dixon, Richland School District One, c2
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Shantay Evans, Allendale County Schools, c2
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Nicholas Gage, University of Florida, d-FL
Sonya Gayles, SC Department of Education, c2
Bernadette Hampton, The South Carolina Education Association, c8
June Headley-Greenlaw, University of South Carolina a, c3
Rob Hock, University of South Carolina, b
Aydin Iachini, University of South Carolina, c2
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Ashley MacSuga-Gate, University of Florida, d-FL
Rowland Malloy, youth board member, b
Cathy Melvin, Medical University of South Carolina, b
Kurt Michael, Appalachian State University, a, d-NC
Elaine Miller, University of South Carolina, a
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Ashley Quell, University of South Carolina, a, c5, c8
Joni Splett, University of Florida, d-FL
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Bob Stevens, Health Sciences South Carolina a, b, c1, c3, c5
Melissa Strompolis, Children’s Trust of South Carolina, a
Ron Van Treuren, Centerstone of KY, a, d-KY
Krysti Webber, University of South Carolina a, c4, c5
Mark Weist, University of South Carolina a, b, c1

KEY

a – Steering Team
b – PCORI Advisors
c – Conference Planning Group
1 – Finance
2 – Marketing
3 – Exhibition / Sponsorships
4 – Program
5 – Proposals
6 – Continuing Education Units
7 – Evaluation
8 – Youth Summit
d – State Liaisons
CONFERENCE LOGISTICS

The map below provides an overview of the conference center and includes parking, wifi, and contact information.

PARKING

Parking is available in the lot adjacent to the Convention Center. Parking is complementary for registered hotel guests. For conference attendees who do not have a reservation at the hotel, parking is $5.

FREE WIFI

Network: Convention Center
Password: convention

CONTACT INFO

Website: www.schoolbehavioralhealth.org
Email: AdvancingSBH@sc.edu
Twitter: @AdvancingSBH
Facebook: AdvancingSBH

FLOOR PLAN LEGEND

Grand Ballroom = Main Presentation Room
Exhibit Hall = Exhibitor Area
101 - 108 = First Floor Break-Out Rooms
201 - 209 = Second Floor Break-Out Rooms
The Southeastern School Behavioral Health Conference is proud to offer continuing education credits again this year. Approved accredited hours are available for South Carolina licensed counselors, nurses, social workers, and psychologists. Professionals from outside of South Carolina are encouraged to contact their local licensing boards for reciprocity information; the accrediting organizations were chosen in hopes of providing credits to a regional / southeastern audience. (Note: this conference is an offering of the University of South Carolina, a regionally accredited institution of higher learning, which increases the likelihood of out-of-state approval.)

Accreditation has been received from the following organizations:

- National Association of Social Workers, South Carolina Chapter
- National Board for Certified Counselors, Inc
- South Carolina Department of Mental Health
- South Carolina Nurses Association (American Nurses Credentialing Center)
- University of South Carolina, Continuing Education & Conferences

All participants (including educators) will be emailed a Certificate of Attendance at the conclusion of the conference that can be used to receive credit. The certificate will identify how many credit hours each attendee received from each accrediting organization. The hours for accrediting organizations will be calculated based on participant session attendance to receive credit.

To receive attendance credit:

1. Review the accreditation details for the accrediting organization in the “Continuing Ed” section of the “advancingSBH” app (available in Google Play and iPhone App Stores).

2. Verify the session has been approved by the accrediting organization by checking the session categories within the “Schedule” section of the app. Note: look for the specific initials of the organization, not the profession. Fields and professions are listed for informational purposes only. (E.g., look for “NBCC” to receive “NBCC” credit. A track listing with “counselors” but not “NBCC” would not receive NBCC credit.)

3. Attend the session.

4. Mark your attendance by 1 of the following (doing both is recommended):
   - Sign in electronically by using the “advancingSBH” app. Open the Session Details by selecting the session from the “Schedule” or “Favorites” page. Make sure you have selected the correct session for which you want to mark your attendance. Select the “Polls” link, which will become available at the end of the session, and “Vote” the amount of time you participated in the session.
   - Sign in manually on the paper sign in forms available in each session. See the session moderator for this form; the session speaker will not be responsible for it. Sign-in for keynote sessions will be available at the registration table.

For more information, download the “advancingSBH” app or see the 2017 Conference Continuing Education section at www.schoolbehavioralhealth.org
Doubling Down on PBIS: Increasing Our Precision and Implementation on Prevention and Behavioral Sciences

(Room: Ballroom)

Whenever a large societal swing occurs, associated shifts in behavior norms and acceptability can also be experienced. The Southern Poverty Law Center, for example, indicated that after the 2016 presidential election, educators “reported that school climate had been negatively impacted…with long-lasting impact.” The purpose of this presentation is to describe how our knowledge and experience with positive behavioral interventions and supports (PBIS) could be considered as an immediate, important, and effective preventive response when dramatic shifts in school and classroom climate are being experienced. We suggest that educators must “double down” now on their PBIS implementation to maintain school and classroom host environments that are safe, respectful, equitable, preventive, and effective for all students.
CONFERENCE SCHEDULE

Thursday, April 27, 2017

7:30am - 9:00am  
Registration (open until 5pm), Coffee, and Networking

9:00am - 9:45am  
Welcome, Business, Recognitions/Awards (Ballroom)  
Bob Stevens & Lori Chappell, Conference Co-Chairs; John Rhodes, Mayor of Myrtle Beach, SC; Marina Broitman, PCORI; Healthmaster

9:45am - 10:45am  
Keynote Address (Ballroom)  
George Sugai, PhD, Neag School of Education, University of Connecticut

10:45am - 11:00am  
Break

11:00am-12:00pm  
Breakout Session #1

12:00pm-1:15pm  
Lunch (Ballroom)

1:15pm-2:15pm  
Breakout Session #2

2:15pm - 2:30pm  
Break

2:30pm-3:30pm  
Breakout Session #3

3:30pm - 3:45pm  
Break

3:45pm-5:00pm  
Poster Session and Reception (Ballroom)
GLORIA REEVES, M.D.

Old School Innovation:
Collaboration Between Parents and Scientists
(Room: Ballroom)

The presentation will introduce concepts of “Family-Centered” research and implications for clinical care. Family and community influences are essential to consider when researching how behavioral healthcare can best benefit children in a school setting, but have not always been adequately taken into account by scientists in the past. Examples of how this can be achieved will be discussed, and the presenter will provide two examples of research involving partnership with parent consumers through a Family Navigator service.

ABOUT DR. REEVES

Dr. Gloria Reeves is a child psychiatrist and Associate Professor at University of Maryland School of Medicine. She serves as Medical Director overseeing child psychiatrist reviews for the Maryland Medicaid Peer Review Program, a pediatric antipsychotic medication prior authorization program.

Dr. Reeves also serves as Medical Director of the Strive for Wellness program, a Maryland Department of Health and Mental Hygiene funded program focused on psychosis prevention among adolescents and young adults. Dr. Reeves’ research portfolio, including PCORI and NIMH-funded studies, has largely focused on medication safety issues and family-centered care.
8:00am - 9:00am  
Registration (*open until 12pm*), Coffee, and Networking

9:00am - 9:15am  
Welcome and Business (*Ballroom*)  
John Magill, SC DMH State Director; Mark Weist, University of South Carolina

9:15am - 10:15am  
**Keynote Address** (*Ballroom*)  
Gloria Reeves, MD, University of Maryland School of Medicine

10:15am - 10:30am  
Break

10:30am - 11:30am  
**Breakout Session #4**

11:30am - 11:45am  
Break

11:45am - 12:45pm  
**Breakout Session #5**

12:45pm - 1:45pm  
Lunch

1:45pm - 2:45pm  
**Breakout Session #6**

2:45pm - 3:00pm  
Break

3:00pm - 4:00pm  
**Roundtable Discussions** (*2nd Floor Breakout Rooms*)
SESSION 1A: Doubling Down on PBIS - Part 2
George Sugai, PhD, Neag School of Education, University of Connecticut (Room 102-103)

Immediately following his keynote address, Dr. Sugai will discuss key points to his presentation with a small group of interested attendees. He will further explore what it means to “double down” and offer personal responses to participant questions regarding PBIS implementation in local schools and classrooms.

SESSION 1B: How to Help Children/Adolescents in the Aftermath of Exposure to Trauma and Tragedy
Jennifer Wolff, LISW-CP(S) CTS, JJ Wolff Counseling Services (Room 104-105)

Highly interactive experiential workshop which will teach participants how to recognize trauma-related behaviors in children/adolescents and how to intervene behaviorally as an aid to healing. Participants at all levels will learn how to proactively recognize signs of pending disaster and how to intervene in the pre- and post- aftermath.

SESSION 1C: Seeing and Serving the Invisible Children in Virginia: Military-Connected Students
Marissa Miller, MA, Fairfax County Public Schools (Room 106)

What invisible children may be in the midst of your school? We will examine and discuss strategies for teachers, clinical staff, administrators, and others in all schools to identify and address the unique needs of military-connected students, with a focus on local Virginia resources as well as national resources.

SESSION 1D: Increasing Implementation Support Using Motivational Interviewing
Andy Frey, PhD, Kent School of Social Work, University of Louisville; Jon Lee, PhD, University of Cincinnati; Aidyn Iachini, PhD, MSW, LSW, College of Social Work, University of South Carolina (Room 107)

This presentation will discuss the Collaborative Assessment and Management of Suicidality (CAMS). The principles and modules of CAMS will be presented, and particular attention will be paid to adapting the CAMS approach in working with young people in existing school mental health programs.

SESSION 1E: Collaborative Assessment and Management of Suicidality (CAMS) Applied in a School Mental Health Program
Rachel Capps, BS, Rebekah Smith, BA, Appalachian State University (Room 108)

This presentation will discuss the Collaborative Assessment and Management of Suicidality (CAMS). The principles and modules of CAMS will be presented, and particular attention will be paid to adapting the CAMS approach in working with young people in existing school mental health programs.
### Breakout Session #1: Thursday April 27, 2017

#### 11:00am - 12:00pm Parallel Sessions

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<tr>
<th>Session</th>
<th>Title</th>
<th>Speaker(s)</th>
<th>Room</th>
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</thead>
<tbody>
<tr>
<td>1F</td>
<td><strong>Understanding the Importance of School Racial Climate: Implications of the Current Literature and Recommendations for Educators</strong>&lt;br&gt;This presentation will provide an overview of the small, but burgeoning body of literature demonstrating the impact of school racial climate on African American youths’ academic achievement and mental health outcomes. Implications of the extant research and recommendations for educators, policymakers, families and communities will be provided.</td>
<td>Charity Griffin, PhD, NCSP, Winston-Salem State University</td>
<td>202</td>
</tr>
<tr>
<td>1G</td>
<td><strong>Building a Trauma Informed Resilient Culture Within a Public School</strong>&lt;br&gt;Building upon the ACES data, the Foundation for a Healthy Kentucky embraced a 5-year plan addressing trauma in partnership with the public schools and their community partners. Local resources are harnessed to promote child well-being using evidence-based initiatives to reduce chronic diseases and help youth promote healthy behaviors.</td>
<td>Ron Van Treuren, MSSW, PhD, Angela Schardein, LCSW, Centerstone of Kentucky</td>
<td>203</td>
</tr>
<tr>
<td>1H</td>
<td><strong>Characteristics of Tier III Behavior Support: Preparing for Complex, Multi-dimensional and Protracted Intervention</strong>&lt;br&gt;This session focuses on evidence-based practices and the role of special educators, mental health professionals and others in implementing Tier III intensive behavior supports. Particular emphasis will be given to the characteristics of Tier III supports and services and the preparation of professionals for their delivery.</td>
<td>Kent Parker, PhD, Clemson University</td>
<td>204</td>
</tr>
<tr>
<td>1I</td>
<td><strong>Behavior Management Strategies for Dually Diagnosed Special Education Students</strong>&lt;br&gt;This presentation will provide a clear understanding of the classifications related to dual diagnosis and provide classroom behavior management strategies and counseling interventions for students who have dual diagnosis. This presentation will provide information about community resources that support students and the parents of students who have dual diagnosis.</td>
<td>Daya Patton, MA, MEd, LCAS, C. Douglas Carter High School, Winston-Salem, NC</td>
<td>205</td>
</tr>
<tr>
<td>1J</td>
<td><strong>Partnering with Teachers in the Delivery of a Classroom-Based University Socio-Emotional Intervention Program in Urban Elementary Schools</strong>&lt;br&gt;This presentation describes the implementation and results from a universal socio-emotional program delivered to early school children attending urban elementary schools. Our program was designed to utilize dual interventionists (classrooms teachers and psychology students). Results and lessons learned will be presented.</td>
<td>Brian Daly, PhD, Ke Ding, Chandler Puhy, Chelsea Day, Drexel University</td>
<td>206</td>
</tr>
</tbody>
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BREAKOUT SESSIONS

Breakout Session #2: Thursday April 27, 2017
1:15pm - 2:15pm Parallel Sessions

SESSION 2A: PBIS Readiness for School Districts
Susan Thomas, PhD, TDT Educational Consulting LLC; Bob Stevens, PhD, Health Sciences South Carolina; Mitch Yell, PhD, University of South Carolina; Shanna E. Hirsch, PhD, BCBA-D, Clemson University; June Jenkins, MEd, Clemson University, Kent Parker, PhD, Clemson University  (Room 102-103)

This session will provide an overview to school districts on steps to prepare for successful PBIS implementation within a school district. Successful PBIS implementation requires district personnel to ensure support in the areas of funding, visibility, and training prior to district PBIS training. District PBIS teams will be provided blueprints, checklists and tools for sustainable district PBIS implementation. Participants will also be provided a calendar of professional development opportunities sponsored by

SESSION 2B & 3B: The Role of Schools in Suicide prevention, Intervention, and Postvention
Alex Karydi, PhD, SC Department of Mental Health  (Room 104-105; 2 Hour Session ends at 3:30pm)

Suicide is the third leading cause of death during in the youth and young adult population, preceded in frequency only by trauma, malignancy, and homicide. When a youth or young adult commits suicide, everyone is affected. Communities and agencies can help with suicide prevention by supporting our children and their families.

SESSION 2C & 3C: Knowledge for Community Partners: Working with Community-Located Children of Military Members and Veterans
Nancy Brown, MSW, PhD, LISW-CP, University of South Carolina  (Room 106; 2 Hour Session ends at 3:30pm)

This presentation focuses on specific knowledge and information important for professionals and community partners who interact with children from military and veteran families who are located in the community and in community schools.

SESSION 2D: Achieving School Mental Health Quality and Sustainability: A Team-Based Approach Using National Performance Measures
Elizabeth H. Connors, PhD, Center for School Mental Health, Division of Child & Adolescent Psychiatry, University of Maryland School of Medicine  (Room 107)

Ensuring the quality and sustainability of a multi-tiered system of school mental health (SMH) services is a team sport. There are many areas for innovation and improvement in any school or district. This session will describe how your team can collaboratively advance your SMH services using national performance measures.

SESSION 2E: Preventing Bullying Through the CDC/ASCD Whole School, Whole Community, Whole Child Approach
Bernadette R. Hampton, MEd, The South Carolina Education Association  (Room 108)

Establishing healthy behaviors during childhood is easier and more effective than trying to change unhealthy behaviors during adulthood. Schools play a critical role in promoting the health and safety of young people and helping them establish lifelong healthy behavior patterns.
SESSION 2F: Emotion Coaching: Social-Emotion Intelligence and Teaching Moral Behaviors
Michael Hylen, PhD, Asbury University (Room 202)

This workshop focuses on the benefits of an emotion coaching approach to helping students mature emotionally. Focus is given to teaching positive social skills during the process of addressing problem behaviors. The benefit of an empathy-based approach and building trusted relationships to teaching positive social skills is emphasized.

SESSION 2G: Dialectical Behavior Therapy (DBT): Theory, Technique and Application: An Integrated Approach for Intervening with At-Risk Students in the School Setting
Caroline McKinnon, PhD, PMHCS-BC, Augusta University College of Nursing; Dewayne Sneed, JD, MSN, RN, PMHNP-BC, The Serenus Group (Room 203)

The goal of the integrated DBT model is to reduce disruptive behaviors, teach improved coping mechanisms and conflict resolution, and to empower teachers to manage and control the classroom environment to maintain focus on learning objectives.

SESSION 2H: Integrating Positive Behavioral Interventions and Supports into an Afterschool Tennis Program for At-Risk Youth
Bob Stevens, PhD, Health Sciences South Carolina; Ashley Quell, MEd, University of South Carolina; John Farrelly, MS, Charleston County School District, Charleston, SC (Room 204)

Partnerships between schools and youth-serving organizations provide an opportunity for unique and effective interventions. This presentation will review a partnership between a middle school, the United States Tennis Association, and a local youth tennis organization to provide an after-school character/athletic program using PBIS systems. Program materials will be shared.

SESSION 2I: Supporting Transitioning Students with Mental Health Disorders through the Integration of Predictors
Tosha Owens, PhD, Kelly Clark, MSA, UNC-Charlotte (Room 205)

It is more critical than ever that educators begin to address this need backed with research-based practices. This session provides an overview of the predictors associated with successful post-school outcomes and how to integrate these predictors and transition-related activities for students with mental health needs.

SESSION 2J: Social Emotional Assessment and Intervention: A Promising Path to School Success
Lisa-Anne Williams, MEd, Aperture Education (Room 206)

Promoting students’ social-emotional competence (SEC) has been shown to improve outcomes related to school success. This session will present the DESSA Comprehensive System, designed to screen, assess, and promote the SEC of students. Actionable information for school staff that can help guide and evaluate social-emotional learning efforts will be discussed.
SESSION 3A: PBIS Readiness for Schools
Susan Thomas, PhD, TDT Educational Consulting LLC; Bob Stevens, PhD, Health Sciences South Carolina; Mitch Yell, PhD, University of South Carolina; Shanna E. Hirsch, PhD, BCBA-D, Clemson University; June Jenkins, MEd, Clemson University, Kent Parker, PhD, Clemson University (Room 102-103)

This session will provide an overview to school staffs who wish to implement PBIS within their school. Successful PBIS implementation requires schools to complete activities prior to PBIS Team training. PBIS teams will be provided blueprints, checklists and tools for sustainable PBIS implementation. Participants will also be provided a calendar of professional development opportunities sponsored by the SC-APBS Network and other supporting organizations.

SESSION 3D: Using Prototyping to Rapidly Build and Test New Behavioral Health Services
Robert Hock, LISW-CP, PhD, Margaret de Zeeuw Wright, MSW, PhD, Melissa Freedman, MSW, University of South Carolina, College of Social Work (Room 107)

Prototyping is a set of techniques used to rapidly design and build new social innovations in local settings. In this interactive workshop, the presenters will describe the essential components of prototyping, provide examples of three different service prototypes, and guide participants through a step-by-step activity to create their own prototypes.

SESSION 3E: Bullying in an Increasingly Diverse School Population: A Socio-Ecological Model Analysis
Jane Seok Jeng Lim, PhD, Middle Tennessee State University, Dept of Elementary & Special Education (Room 108)

Participants will be introduced to the social-ecological framework used in this research on bullying in a diverse school population, focusing on refugees and immigrants. Adopting a mixed methodology consisting of questionnaires and interviews, roles of victims and bullies will be explored. Web resources on bullying will be provided for educators.

SESSION 3F: Mental Health Challenges, Mental Health Issues, Mental Health Disorders, Mental Health Diagnosis - Which is it?
Nicole Cox, MEd, Richlands High School, Richlands, NC (Room 202)

This session will better serve educators, teachers, administration, and SROs who aren't specifically trained in mental health. They will receive training on the most common diagnoses: ADHD, anxiety disorders, bipolar disorder, depression, substance abuse, eating disorders, and suicidal ideations. We will look at risk factors, protective factors, and warning signs. There will be interactive group activities, discussions, and scenarios to bring awareness to this issues. This session will serve as a refresher, but does put things into a different perspective. By coming to this session, the participants should feel more comfortable when talking with an individual who has a mental health issue, and be inclined to take action to support them.
SESSION 3G: Integrating Mindfulness in the Classroom Setting
Elizabeth Atkins, AA, BA, MEd, PMCAS, Clyde Erwin Elementary Magnet School (Room 203)

Mindfulness has found its way into the school setting. Research suggests that mindfulness practice can improve attention and enhance emotional self-regulation, providing benefits for both teachers and students. This workshop consists of a brief review of research, the science of mindfulness, and the integration of mindfulness training in the classroom.

SESSION 3H: Lost in the Mainstream; Serving Children from a Linguistic Minority in the Classroom
Roger Williams, LMSW, QMHI-S, SC Department of Mental Health (Room 204)

The social and emotional needs of children who are from a linguistic or cultural minority, such as those who are deaf or hard-of-hearing, are often overlooked. This workshop will provide participants with a “lens” to view the unique characteristics of these populations, and how their experience as a linguistic minority impacts their classroom performance and what resources are available to help address those needs.

SESSION 3I: Building Strong Collaborations Between Researchers and School Districts:
Lessons Learned from the USC Project to Learn About Youth
Kate Flory, PhD, University of South Carolina; Patrick Owen, PsyD, Kershaw County School District; Katelynn Burgess, BA, W. Joshua Bradley, BA, University of South Carolina (Room 205)

Drawing from experiences with the USC Project to Learn about Youth, an ongoing research project sponsored by the CDC and conducted collaboratively between USC and Kershaw County School District (KCSD), presenters from both USC and KCSD will address the process of building strong collaborative relationships between researchers and school districts.

SESSION 3J: School Mental Health Response and Resilience During the 2015 South Carolina Floods
Jonathan Ohrt, PhD, Dodie Limberg, PhD, Ryan Carlson, PhD, Douglas Bates, MSW, Brooke Wymer, MSW, LISW-CP, University of South Carolina (Room 206)

In this presentation we will discuss the findings of a consensual qualitative research study with 14 school mental health professionals who provided services during the 2015 South Carolina floods. Attendees will gain a better understanding of experiences during a natural disaster and strategies to prepare and respond for future disasters.
SESSION 4A: **Old School Innovation - Part 2**  
Gloria Reeves, MD, University of Maryland School of Medicine (Room 102-103)

Immediately following the keynote presentation, a follow-up breakout session will be offered to discuss the presentation in further detail and allow for participants to ask questions.

SESSION 4B: **Keeping It In The Family: School-Based Family Counseling Services**  
Viki Kelchner, PhD, University of Central Florida; Karen Cooper-Haber, PhD, Lexington School District Five, Columbia, SC (Room 104-105)

Systemic approaches to counseling are those that recognize and treat the problematic behaviors and feelings through the context of the family and wider systems. This session will look at current literature about school-based family counseling services and the effects of implementation of school-based family counseling services in SC and FL.

SESSION 4C: **Suicide Prevention for Behavioral Health Professionals**  
Chaniece Winfield, PhD, Old Dominion University (Room 106)

The presentation will explore the risk and prevention factors associated with suicide for addiction populations in the school setting. Exploration of common risk characteristics as well as intervention and prevention strategies will be explored for clinicians in educational settings.

SESSION 4D: **Breaking the School to Prison Pipeline: Trauma Informed Schools**  
Mariya Tarshish, MA, Lauren Kaplan, MA, Gabriela Alshafie, MA, Ida Dickie, PhD, Spalding University (Room 107)

This workshop presents a framework for trauma-informed services in academic settings with a focus on high-risk and justice-involved youth. Participants will gain strategies for assessment and treatment of such youth and a more comprehensive understanding of psychologist’s role in developing best-practices for disrupting the school-to-prison pipeline in academic settings.

SESSION 4E: **Teach with Passion Manage with Compassion**  
Pamela Bouie, PhD, Accelerating Excellence (Room 108)

Administrators, counselors, educators, nurses and social workers will enjoy this interactive session as they learn practical and powerful research-based strategies that have been proven to prevent and intervene in behaviors which can be detrimental to the behavioral health of schools.
SESSION 4F: Making the Connection Between PBIS and OBPP
June Jenkins, MEd, Jan Urbanski, EdD, Clemson University (Room 202)

Olweus’ Bullying Prevention Program (OBPP) and Positive Behavioral Interventions & Supports (PBIS) are models used to improve school climate. OBPP emphasizes appropriate practices to ensure that bullying is addressed. PBIS uses a tiered approach to improve behavioral outcomes. Both share common components, making co-implementation possible.

SESSION 4G: Bullying and LGBTQ Youth
Laura C. Hein, PhD, RN, FAAN, Mary Foster Cox, BSN, MN, PhD, University of South Carolina (Room 203)

LGBTQ youth are at high risk for bullying in the school environment. It is incumbent upon educators to learn more about the unique issues that affect these youth. We will discuss factors that lead to bullying of LGBTQ youth, and offer strategies to assist students and educators in preventing bullying.

SESSION 4I & 5I: Paper Tigers®: Linking Adverse Childhood Experiences and School Behavioral Health
Allison Farrell, MPH, LISW-CP, ACM, University of South Carolina; Aditi Srivastav, MPH, Children’s Trust of South Carolina (Room 205; 2 hour session; ends at 12:45pm)

This presentation will explore the integration of adverse childhood experiences and school behavioral health by viewing a documentary film (Paper Tigers®) about an alternative school in Walla Walla, Washington. Following the film, a guided discussion will explore themes of the film and implications for South Carolina schools.
SESSION 5A: The Role of Educational Advocates in Ensuring Educational Access
Clare Raj, JD, University of South Carolina (Room 102-103)

This presentation aims to reflect on the role for lawyers in ensuring an appropriate education for children. It will discuss the work of the University of South Carolina School of Law's Education Rights Clinic in intervening on behalf of students when schools seek to unjustly exclude children from regular education.

SESSION 5B: Beyond Family Court Advocacy: Establishing School and Community Connections for Youth Success
Aleksandra Chauhan, PhD, JD, D. Michael Mathison, JD, Yolonda Marshall, BA, MSW, Youth Reentry Program, Richland County Public Defender’s Office, Columbia, SC (Room 104-105)

Kids with behavioral and mental health issues are grossly overrepresented in the juvenile justice system. They face numerous obstacles when trying to reintegrate into their communities, especially in the critical area of education. When working with community partners, schools are in a unique position to provide indispensable supports that can improve outcomes for this vulnerable population.

SESSION 5C: Improving Therapy Outcomes for Children in the Child Welfare System: Engaging Creative Supports in Trauma Treatment Through Interdisciplinary Collaboration
Brooke Wymer, MSW, LISW-CP, Firm Foundations Counseling & Wellness/University of South Carolina; Jennifer Dollar, LISW-CP, Columbia College (Room 106)

Presentation will address trauma treatment of children in the child welfare system and how caregiver engagement could enhance the child’s ability to navigate the healing process. Prevalence and significance of this issue will be addressed, along with proposed solutions for engaging caregivers in the child’s trauma treatment through increased collaboration.

SESSION 5D: Response to Intervention, Multi-Tiered Systems of Support, and Federal Law
Mitch Yell, PhD, University of South Carolina (Room 107)

When school district officials develop MTSS systems it is crucial that they ensure that school personnel do not inadvertently violate the Individuals with Disabilities Education Act (IDEA) during implementation. The purpose of this presentation is to assist school officials to avoid potential legal pitfalls when developing and implementing MTSS.
SESSION 5E: State Level Steps Toward Supporting Implementation of Evidence-Based Interventions
Cheri Shapiro, PhD, University of South Carolina (Room 108)

This presentation will focus on the creation of Centers of Excellence in the United States, designed to improve services for youth with behavioral health challenges. A local example, the South Carolina Center Of Excellence in Evidence-Based Interventions, designed to support the Palmetto Coordinated System of Care, will be described.

SESSION 5F: Know The Signs
Patricia Parker-Perry, BS, MEd, EdD, Sandy Hook Promise (Room 202)

"Know the Signs" is an evidence-informed program developed in collaboration with leading violence prevention researchers and educators. Through implementation of "Know the Signs" programming, students and school staff will learn to focus on preventing violence and victimization BEFORE it happens.

SESSION 5G: Connecting the Dots: An Online Behavioral Health Referral System
Erin Fawkes, EdS, Kim Kaspar, MSW, John Damhof, BAA, Aurora Public Schools (Room 203)

This program explains the development and use of an online behavioral health referral system in Aurora Public Schools, Colorado that 1) creates a seamless continuum of behavioral health care for Aurora students and families, 2) de-stigmatizes behavioral health in our community, and 3) creates collaboration between schools and community providers of behavioral health.
SESSION 6A: Family Navigator Training Manual
Gloria Reeves, MD, University of Maryland School of Medicine (Room 102-103)

The presentation will provide an overview of a training tool used to support consumers that provide peer support to families—the Family Navigator service used in community stakeholder research. Parents who collaborate with scientists to produce family-centered research must be properly trained to help provide community support to the researcher, a process which can be challenging, since their situation is in some ways unique to this type of research. Additionally, parents who provide peer support to researchers also require support from those researchers, and researchers must be trained to provide for this need.

SESSION 6B: Effective School-Based Mental Health Programs
Chris Haines, MS, South Carolina Department of Mental Health (Room 104-105)

Establishing effective school-based mental health programs is one of the best ways schools and mental health centers can partner. Learn how best-practice school-based mental health programs function, how school-based mental health programs are beneficial to clients and families, and discuss ways to develop school-based mental health programs in your area.

SESSION 6C: Promoting Wellness in Our Early Adolescent Girls Through the Use of Physical Activity-Positive Youth Development Programs
Frank Scaringello, MSEd, Old Dominion University (Room 106)

Many early adolescent programs for females are remedial or only address social and emotional domains. Research suggests greater success using a wellness program which incorporates the social, emotional, and physical domains. This session will focus on a program which will increase positive self-image and pro-social behaviors.

SESSION 6D: Juvenile Mental Health Court
Kayin Darby, JD, Richland County Probate Court, Columbia, SC; Monica McConnell, PhD, Columbia Area Mental Health Center (Room 107)

This presentation provides an overview of the Richland County Juvenile Mental Health Court. Utilizing a collaborative effort, the intent of the Juvenile Mental Health Court is to provide treatment services to juvenile offenders to help rehabilitate and educate so that further involvement in the criminal justice system is avoided.
SESSION 6E: Using a School-Wide Economy System to Support PBIS
Shelton Clinton, MA, York School District One, York, SC (Room 108)

An overview of PBIS and of our points/money system as aligned to School-wide Expectations: student management of the money system (paying bills such as rent, etc. and transferring money into savings accounts for incentives/privileges); staff management of student jobs and incentives; and additional interventions/behavior plans for secondary/tertiary students.

SESSION 6F: Strategies to Improve FBA-BIP Implementation and Fidelity
Shanna E. Hirsch, PhD, BCBA-D, Clemson University (Room 202)

The purpose of this presentation is to discuss five problems that may arise during the FBA and BIP process. When discussing each potential pitfall, we describe it, provide examples of it, and present suggestions for troubleshooting. Participants will receive a copy of the FBA-BIP self-check.

SESSION 6G: Improving Collaboration, Quality of Services, and Outcomes Using Electronic Documentation and Reporting Systems in School Settings
Natasha King, BICM, MACP, San Mateo County (CA) Special Education Local Planning Area (Room 203)

We will demonstrate the efficacy of an electronic health records program and how it has promoted efficiency, best practices, and compliance for mental health providers in the school setting.
Improving Quality of Services in School Behavioral Health: Preliminary Results from a Qualitative Analysis of a PCORI Research Forum, Samantha Hartley, BA, University of South Carolina

Factors Predicting Help Seeking Propensity in Autism Spectrum Disorder, Kimberly DeCelle, Robert Hock, PhD, LSW-CP, Brooke Weberling McKeever, PhD, University of South Carolina

Multi-Tiered System of Supports: Academic and Behavioral Interventions with the Impact of School Climate and Teacher Disposition, Jessica Wright, Virginia Commonwealth University

Parent Experiences in a Coparenting Support Program for Autism Spectrum Disorder: Implications for Education and Beyond, Katherine Wallace, BA, Robert Hock, PhD, LSW-CP, Nina Nelson, PhD, University of South Carolina

Healthy Connections Teen Relationship Psycho-Ed Groups Identifying what Healthy and Unhealthy Relationships Look Like, Ebone Smith-Morant, University of South Carolina

Exploring Help-Seeking and Stigma Related to Autism Spectrum Disorder Among Parents in India, Lindamarie Olson, University of South Carolina


Neurofeedback As A Treatment For Cognitive Deficits: A Case Study, Michael Eason, BS, Tayllor Vetter, BS, Rachel Bridges, BA, Lyndsey Reynolds, BS, University of South Carolina

A Bullying Awareness Initiative Among Pediatric Healthcare Providers and Parents of Middle and High School Students, Sophia Philip, BSN, RN, CPN, Caroline McKinnon, PhD, PMHCNS-BC, Augusta University

K-12 Alcoholism Awareness: How It Effects Students, Families, Schools, And Communities Prevention, Awareness, Intervention, And Resources, Patrick Milligan, Alcoholics Anonymous

School-Based Race Discrimination Among African American Youth Attending a Rural High School, Michaela Finney, Charity Griffin, PhD, Winston-Salem State University

Exploring Three Dimensions of School Engagement in African American Youth, Aaliyah Turner-Moore, Charity Griffin, PhD, Winston-Salem State University

Gender Differences in Perceptions of Racial Fairness and School Discipline Outcomes, Yamuna Roach, Charity Griffin, PhD, Winston-Salem State University

School-Based Physical Activity Programs for Youth with ADHD: Review of Social, Behavioral, and Cognitive Outcomes, Meaghan Flynn, W. Joshua Bradley, BA, Mark D. Weist, PhD, University of South Carolina

Teachers’ Perspectives on Educator Mental Health Competencies: A Case Study, Kratt Diane, Florida Gulf Coast University

Critical Conversations Through Curricular Invitations: Strategies for Facilitating Dialogue Around Critical Topics With Youth, Taryrn Brown, University of Georgia

The Effects of Gender, Age, Race, and Parents’ Level of Education on Academic Self-Efficacy and Anxiety in Children and Adolescents, Kevin Coleman, University of South Carolina

The Social Emotional Learning Foundations Curriculum: An Approach to Enhance Social-Emotional and Academic Outcomes, David Riddle, BA, Emily Crews, MA, Daniel Poling, MA, University of Florida

Central Themes in Mental Health and Education: A Review, Taylor Marlow, Linden Atelsek, McLean Beson, W. Joshua Bradley, BA, Mark D. Weist, PhD, University of South Carolina

Wellness Services Accessibility and Satisfaction at the University of South Carolina, Sarah Scully, W. Joshua Bradley, BA, Mark D. Weist, PhD, University of South Carolina

Mental Health Literacy Among College Students at USC, Lauren Williams, W. Joshua Bradley, BA, Mark D. Weist, PhD, University of South Carolina
DMH School-based Services

As of April 2017, the DMH School-based Mental Health Program serves children in 46 counties, in approximately 540 South Carolina public schools.

DMH School-based Mental Health Program:

♦ Is intended to help students cope with behavioral health issues while reducing missed time from school, parent missed work days, and transportation barriers;
♦ Enables early identification of behavioral health problems, intervention, and medical treatment;
♦ Utilizes evidence-based therapy for positive outcomes;
♦ Opens lines of communication between students, counselors, families, teachers, and school administrators in a safe and familiar environment;
♦ Improves student social skills and academic performance;
♦ Provides children access to year-round mental health services, including summer vacation and other scheduled school breaks;
♦ Embeds certified mental health professionals in schools through collaborative agreements between the SC Department of Mental Health and local school districts, since 1993.

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DMH Mission: To support the recovery of people with mental illnesses.
A secure, web-based, hosted Mental & Behavioral Health Case Management system designed for consistent, accurate and efficient documentation, integrated Medicaid billing and reporting. HealthOffice® Anywhere facilitates streamlined, secure communication for health professionals to support the social, emotional, and behavioral needs of students.

**Benefits at a Glance:**
- Support Early Identification & Intervention
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We are looking for a candidate who has knowledge and/or experience teaching psychiatric mental health curricula in undergraduate nursing programs with the application of innovative classroom delivery and simulation methodologies and scholarship application.

For full position details: www.sc.edu/nursing
To apply: https://uscjobs.sc.edu/  Job #009040
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Sponsored by
The Southeastern School Behavioral Health Community
and The University of South Carolina
Our mission is to provide leadership in the area of children’s mental health through education, awareness, support, and advocacy for families of children and youth with emotional, behavioral, mental and/or substance use disorders.

Did you know?
1 in 5 children has a behavioral health challenge.

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We are committed to providing:

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- awareness
- advocacy

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