

Call for Abstracts

11th Annual Conference on Advancing School-Based Mental Health

*The Center for School Mental Health Analysis and Action (CSMHA)
University of Maryland School of Medicine, Division of Child and Adolescent Psychiatry*

In partnership with:

*The IDEA Partnership, housed at the National Association
of State Directors of Special Education (NASDSE)*

Submit Today! **September 28-30, 2006** **Deadline date: February 15, 2006**

Using the guidelines provided, please submit your abstract form by **February 15, 2006**

**Conference Theme: Effective Work in Schools:
A National Community of Practice on School
Mental Health**

Conference Objectives

Participants will learn about:

- State-of-art approaches to promote mental health in schools
- Bridging the differences across education and mental health to support youth
- Innovative strategies to advance child and adolescent mental health in schools
- Skills related to implementing empirically supported interventions in schools
- Implications of and current directions related to policy in school mental health
- Promoting the utilization of knowledge and actions to advance successful and innovative mental health policies and programs in schools

GUIDELINES FOR PRESENTATION ABSTRACTS:

- Must reflect conference theme/objectives.
- Please work to insure that your proposal is appropriate for and sensitive to a diverse group of stakeholders invested in school mental health.

GUIDELINES FOR POSTER ABSTRACTS:

- Focused on research, evaluation findings, clinical experience, or innovative programs.
- At least one author should be present during the session to respond to questions regarding the display.

I. Applicant Information:

**(List all contact information for each presenter
Please be certain to contact secondary authors
BEFORE adding name to this abstract)**

Primary Author – Title, Degrees
Secondary Author (s) – Title, Degrees
Organization-Address-City, State, Zip
Phone-Fax-E-mail

II. Title of Presentation or Poster

III. Presentation Category Preferred

- Intensive Training / Pre-conference workshop (3 hrs.)
- Workshop session (90 min.)
- Paper session (45 minutes)
- Posters (Poster session will be held on Friday night)

IV. Presentation Abstract

Abstract must be limited to 400 words or less

V. Presentation Description for Program Booklet

Summary of presentation limited to 35 words.

VI. Objectives

Please include at least three objectives that you hope to achieve through your presentation. Objectives should be clearly defined, measurable, and address the content to be covered in the presentation.

VII.

***Strands for Presentation Submissions**

There will be ten separate conference strands corresponding to the ten practice groups within the larger National Community of Practice on School Mental Health. These strands are listed below:

1. Youth Involvement and Leadership
2. Education: An Essential Component of Systems of Care
3. Connecting School Mental Health and Positive Behavior Interventions and Supports
4. Developing a Common Language
5. Faith-Community Partnerships
6. Family Partnerships
7. Improving School Mental Health for Youth with Disabilities
8. Mental Health-Education Training and Workforce
9. School Mental Health, Juvenile Justice and Dropout Prevention
10. Quality and Evidence-Based Practice

***Strand (track) descriptions for presentation submissions are listed on page 3.**

Abstract/Proposal Submission
11th Annual Conference on Advancing School-Based Mental Health
(Please submit completed form by **February 15, 2006**)

To Be Completed by Reviewer <input type="checkbox"/> Intensive Training <input type="checkbox"/> Paper <input type="checkbox"/> Poster <input type="checkbox"/> Workshop <input type="checkbox"/> Not Accepted <input type="checkbox"/> Waiting List

Primary Presenter

Degree (s) _____
Title: _____
Organization: _____
Address: _____

Phone Number: _____ Fax: _____
Email: _____

**Please be certain to contact secondary presenters
BEFORE their names are added to this abstract**

Secondary Presenter:

Degree (s): _____
Title: _____
Organization: _____
Address: _____

Phone Number: _____ Fax: _____
Email: _____

(Copy and attach additional forms if more than two presenters)

TITLE: _____

STRAND (please identify which of the ten strands your presentation best reflects-See List on Page 3):

TYPE OF PRESENTATION (circle one):

Intensive training (3 hrs) workshop (90m) paper (45m) poster

PRESENTATION ABSTRACT: (please limit to 400 words – attach additional sheet)

PRESENTATION DESCRIPTION FOR PROGRAM BOOKLET (limit to 35 words)

OBJECTIVES:

- 1.)
- 2.)
- 3.)

IMPORTANT CLARIFICATION NOTES:

Costs: All presenters are responsible for their own transportation and accommodation costs. Presenters will receive a reduced presenter registration rate. If accepted, the primary presenter **MUST** contact **ALL** secondary presenters to sign the acceptance agreement form. CSMHA will provide an LCD, screen, flip chart, markers and microphone. Presenters will be responsible for all other equipment and copies of handout materials. For PowerPoint presentations, presenters need to bring their own laptops.

Notification: Presenters will be receiving a Notification of Acceptance by March 15, 2006.

Submit Your Abstract To: Attn: Conference Planning Committee
CSMHA, University of Maryland Baltimore / Department of Psychiatry
737 W. Lombard Street, 4th Floor
Baltimore, MD 21201 / Fax: 410-706-0984
csmha@psych.umaryland.edu

PLEASE NOTE: ONLINE SUBMISSION IS AVAILABLE (<http://csmha.umaryland.edu>)

DESCRIPTION OF THE 10 PRACTICE GROUPS AND THEIR REQUESTED THEMES FOR SUBMISSION

- 1) **Youth Involvement and Leadership.** This strand has a two-pronged focus to address both the needs of adult providers and youth. The strand welcomes proposals designed to both further the skills needed by adults working to support and develop youth involvement, and leadership/engagement/advocacy training for youth.
- 2) **Education: An Essential Component of Systems of Care.** This strand focuses on the successful integration of education, families and systems of care. Suggested topics include: examples of systems of care (SOC) that fully involve schools and families as true partners, unique approaches to shared services and/or funding among SOC partners, and evidence-based and promising practices reflecting school-SOC partnerships.
- 3) **Connecting School Mental Health and Positive Behavior Interventions and Supports.** This strand focuses on positive systemic approaches to changing behavior and the creation of positive and supportive environments. Suggested topics include: introduction to Positive Behavior Interventions and Supports (PBIS), strategies for integrating mental health services and PBIS, and strategies that focus on children, youth and families in connecting mental health and PBIS.
- 4) **Developing a Common Language.** This strand is devoted to exploring cross-system work. Suggested topics include: translating policy to practice, aligning goals across agencies, developing common indicators, cross-system training efforts, state and/or local examples of shared work, and reframing of services to enhance understanding across education and mental health.
- 5) **Faith-Community Partnerships.** This strand focuses on building collaborative relationships between faith-based and community organizations and schools to improve the quality of life for youth and families in the community. Suggested topics include: developing a faith-community partnership, measuring the success or impact of a collaborative, bridging mental health and religion, and youth involvement in building collaboratives.
- 6) **Family Partnerships.** This strand is devoted to providing a voice for families, the intended beneficiaries of our shared work. Suggested topics include: families as both learners and teachers, cross-system training, family voice as lever to move the overall school mental health agenda, and educating policy makers, legislators and the community about the value of families a partners.
- 7) **Improving School Mental Health for Youth with Disabilities.** This strand is designed to engage discussions regarding effective delivery of mental health services identified in the Individual Education Program (IEP). Suggested topics include: interagency participation in IEP development, promoting engagement of youth in services, co-operative agreements and finance of IEP related services, improving the quality and effectiveness of services, and measuring school and post-school outcomes for youth with emotional disabilities.
- 8) **Mental Health - Education Training and Workforce.** This strand is dedicated to advancing work force preparation related to school mental health practices. The goal is to promote effective mental health-related professional preparation (pre-service/in-service) for all school-related personnel (educators, school social workers, school psychologists, school counselors, community mental health staff, school nurses, primary care providers, administrators, others). Suggested topics include: bridging the gap between education and mental health professionals, improving pre-service training approaches, developing evidence-based interdisciplinary training, and assessing impacts of integrated and interdisciplinary training approaches.
- 9) **School Mental Health, Juvenile Justice and Drop-Out Prevention.** This strand is dedicated to engaging all concerned community stakeholders in increased dialogue, collaboration, and effective programming in an effort to improve the academic, mental health, and post-school outcomes for youth and young adults. Suggested topics include when and how to implement prevention efforts, coordinating efforts for effective outcomes, successful transition, why invest in juvenile justice and drop-out prevention, and a youth panel focusing on what works in juvenile justice and drop-out prevention.
- 10) **Quality and Evidence-Based Practice.** This strand seeks submissions that provide real world examples of systematic efforts to implement quality assessment and improvement (QAI) and evidence-based practices (EBP) in schools. Submissions are encouraged which present challenges people are encountering in developing and implementing QAI and EBP in schools and ideas and program examples for overcoming these challenges.

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