Mental Health in Schools Conference

“Promoting Wellness, Building Resilience, and Improving Outcomes”

August 8-9, 2017
The Williamsburg Lodge
310 S. England Street, Williamsburg, VA 23185

Virginia Department of Education, Office of Student Services
Virginia Department of Education

Mental Health in Schools Conference

“Promoting Wellness, Building Resilience, and Improving Outcomes”

August 8-9, 2017
The Williamsburg Lodge
310 S. England Street, Williamsburg, VA 23185

Tuesday, August 8, 2017

7:30 a.m. – 8:30 a.m. Registration and Check-in ~ ~ ~ ~ ~ ~ ~ ~ ~ ~ ~ ~ ~ ~ ~ ~ ~ ~ ~ ~ ~ ~ Virginia Foyer

8:30 a.m. – 9:00 a.m. Welcome and Opening ~ ~ ~ ~ ~ ~ ~ ~ ~ ~ ~ ~ ~ ~ ~ ~ ~ ~ ~ ~ ~ ~ Virginia Room ABCD
Mr. Joseph Wharff, School Counseling Specialist
Virginia Department of Education

9:00 a.m. – 10:30 a.m. Advancing High Impact School Behavioral Health in Virginia

Mark. D. Weist, Ph.D., Professor, Clinical-Community and School Psychology,
University of South Carolina

In 2009, leaders in education and school mental health initiated the development of an Interconnected Systems Framework (ISF) for embedding evidence-based mental health practices within multi-tiered behavioral systems in schools in the U.S. The ISF joins investments from more comprehensive mental health services in schools and positive behavioral interventions & supports (PBIS) toward greater depth, quality and impact of multi-tiered prevention, early intervention and intervention. In this session, Dr. Weist will review the development of the ISF and present key themes of improving diverse stakeholder involvement and the functioning of teams; implementing high quality, evidence-based practices; and effectively using data for decision-making. He will describe efforts in the Southeastern United States to build capacity for the ISF building from a Community of Practice Framework.

10:30 a.m. – 10:45 a.m. Break ~ ~ ~ ~ ~ ~ ~ ~ ~ ~ ~ ~ ~ ~ ~ ~ ~ ~ ~ ~ ~ ~ ~ ~ ~ ~ ~ ~ ~ ~ ~ ~ ~ Virginia Foyer
Breakout Session #1
Mindfulness in Schools ~ Allegheny Room
Tasheka Cox, Ed.D., School Social Worker, Washington DC Public Schools
Kristen Nicholson, Ed.D., School Social Worker, Baltimore City Public Schools

Many students today are faced with numerous stressors. Although healthy stress is a normal part of life and can be experienced by anyone, some students experience a deeper and more complex form of stress that can negatively impact their ability to cope with many of life’s demands. This complex stress can interfere with a student’s ability to focus, effectively regulate their emotions and be mentally available for learning. Likewise, educators and school-based staff can also experience complex stress. Through the use of mindfulness practices, educators can minimize the negative impact of stress while enhancing their level of self-care. The use of mindfulness practices can also enable educators to increase their level of awareness regarding their habitual patterns, triggers, and emotional reactivity to stressful circumstances. Developing greater knowledge and insight in this area will increase the capacity for educators to respond with greater clarity and sensitivity to the needs of students, as well as the emotional climate of the classroom. Participants of this session will develop a shared understanding of the concept and practice of mindfulness and how specific practices can be integrated into daily life to enhance their overall level of well-being. Additionally, specific practices and strategies will be shared that can be utilized with students in both the classroom and overall school setting.

Breakout Session #2
Washington State’s Compassionate School Initiative ~ Piedmont Room
Ron Hertel, Program Supervisor for Social / Emotional Learning in Student Support, Washington State Office of Superintendent of Public Instruction

Since 2008, Washington State has been embarking on addressing the needs of students who are impacted by trauma. Rather than focusing on trauma, schools focus on the more positive element and action of compassion and understanding. To be compassionate, educators must first cultivate an understanding of behavior and what it means to survive for some students. Caring, rigor, and accountability for the student is essential. Although the Compassionate School Initiative was geared toward students impacted by trauma, it benefits all students and staff. During this session, research on the impact of trauma and learning as well as practice ideas will be presented that will enhance overall understanding and the importance of creating a healthy learning environment for all students.

Breakout Session #3
Integrating PBIS Into the Daily Work of School-based Counselors, Psychologists, and Social Workers ~ Tidewater Room
Emily Goodman-Scott, Ph.D., Professor and School Counseling Coordinator, Old Dominion University

School counselors, psychologists, and social workers: are you overwhelmed with high caseloads and many school responsibilities? School-wide Positive Behavioral Interventions and Supports (PBIS) is being implemented in over 23,000 schools
nationally and throughout Virginia, and school-based mental health professionals like yourselves are often integral in implementation. Attend this session to learn how you can integrate PBIS into your professional roles, increasing your efficiency and effectiveness to serve every student. During this session, participants will also learn about interventions that fit within the PBIS-framework, such as universal mental health screening.

12:15 p.m. – 1:30 p.m. Lunch ~ ~ ~ ~ ~ ~ ~ ~ ~ ~ ~ ~ ~ ~ ~ ~ ~ ~ ~ ~ ~ ~ ~ ~ ~ Virginia Room EF

1:30 p.m. – 3:00 p.m. Breakout Sessions Repeated (same locations)

3:00 p.m. – 3:15 p.m. Break ~ ~ ~ ~ ~ ~ ~ ~ ~ ~ ~ ~ ~ ~ ~ ~ ~ ~ ~ ~ ~ ~ ~ ~ ~ Virginia Foyer

3:15 p.m. – 4:30 p.m. Panel: Restorative Practices in Schools ~ ~ ~ ~ ~ ~ ~ ~ ~ ~ ~ ~ Virginia Room ABCD

Jim Russo, Ed.D., Coordinator of Psychological and Diagnostic Services, Chesterfield County Public Schools
Vickie Shoap, Restorative Justice Specialist, Fairfax County Public Schools
Carolyn Lamm, Supervisor for Student Support Services, Fauquier County Public Schools

Divisions across Virginia are recognizing the importance of fostering positive, healthy school climates and helping students learn from their mistakes. Restorative practices are processes to address conflict and wrongdoing that proactively build healthy relationships and a sense of community. In this session, representatives from Chesterfield County Public Schools, Fairfax County Public Schools, and Fauquier County Public Schools will provide an overview of their journey in the implementation of restorative practices in their divisions. Following the overview, the session will be open to Q&A from the audience.
Wednesday, August 9, 2017

7:30 a.m. – 8:30 a.m.  
Check-in and Breakfast  
~ ~ ~ ~ ~ ~ ~ ~ ~ ~ ~ ~ ~ ~ ~ ~ ~ ~ ~ ~ ~ ~ ~ ~ Virginia Foyer

8:00 a.m. – 8:30 a.m.,  
Resource Fair (Participants listed below)  
~ ~ ~ ~ ~ ~ ~ ~ ~ ~ ~ ~ ~ ~ ~ ~ ~ ~ ~ ~ ~ ~ ~ ~ Virginia Foyer

10:00 a.m. – 10:15 a.m.,  
• Department of Criminal Justice Services (DCJS): Anti-Human Trafficking  
• Military Family Support Personnel  
• Military One Source  
• National Alliance on Mental Illness of Virginia (NAMI)  
• School Liaison Officers  
• Virginia ABC  
• Virginia Academy of School Psychologists  
• Virginia Association of School Social Workers  
• Virginia Department of Education (VDOE): Family Engagement  
• VDOE: Medicaid in Schools Program  
• VDOE: School Nutrition Programs  
• Virginia School Counselor Association  
• Youth Mental Health First Aid

8:30 a.m. – 10:00 a.m.  
BREAKOUT SESSIONS

Breakout Session #1  
Supporting Vulnerable Populations During Uncertain Times  
~ ~ ~ Allegheny Room

Jennifer Ward, Clinical Supervisor- Foster Care, Commonwealth Catholic Charities

The refugee’s trauma experiences, as an individual and as a family, have a significant impact on their emotional, behavioral, and cognitive abilities. The speakers will identify ways to understand how trauma affects learning, discuss strategies to improve successful outcomes to support refugee and immigrant students and their families in the educational setting.

Breakout Session #2  
A Proven Collaborative Practice to Better Serve Military-Connected Students  
Piedmont Room

Dede Bailer, Ph.D., School Psychology Services Coordinator, Fairfax County Public Schools  
Wendy O’Sullivan, School Liaison, Fort Belvoir  
Jamie Albers, School Liaison, Fort Belvoir

This session will describe the work of a multidisciplinary, cross-agency Military Connected Youth Process Action Team (MCY-PAT) assembled to:

• Identify unique academic, behavioral, and social needs of military connected youth and families;

• Ensure faculty and staff are informed and prepared to meet the identified needs; and develop partnerships with stakeholders as appropriate; and

• Increase understanding of the military lifestyle as well as the social, emotional, and educational needs and challenges of military-connected students; providing early intervention action and sustained support.
Breakout Session #3  
**Supporting the Needs of Students with Anxiety and/or Depression**

**Tidewater Room**

Allison Sampson-Jackson, Ph.D., LCSW, LICSW, CSOTP, Integration Solutions, Inc.

The National Institute of Mental Health estimates that at least 2.5 percent of children under the age of 18 (1.8 million children) are “severely depressed.” The American Academy of Child and Adolescent Psychiatry places the number at 5 percent (3.4 million). In addition, research indicates that depression onset is occurring earlier in life today than in past decades. In four of five large US surveys, prevalence of anxiety in children ranged between 12% and 20%. Childhood anxiety is the most common type of psychiatric problem in children.

Research shows that half of all lifetime cases of mental illness begin by age 14. These mental health conditions often impact academic achievement and social interaction. School personnel are one of main entities that can observe these symptoms early and get help for children IF they know the symptoms and how to intervene. This workshop will focus on helping school professionals recognize the symptoms of depression and anxiety in children, think through the steps they can take to connect the child and family with professionals who can do more screening and assessment, and discuss some of the interventions in a classroom or school environment that can really support students who are impacted by these health concerns.

10:00 a.m. – 10:15 a.m. **Break and Resource Fair**  
Virginia Foyer

10:15 a.m. - 11:45 a.m. **Breakout Sessions Repeated** *(same locations)*

11:45 a.m. – Noon  
Resource Fair  
Virginia Foyer

Noon – 1:15 p.m.  
Lunch  
Virginia Room EF

1:15 p.m. - 3:00 p.m.  
**School-based Mental Health Providers in Multi-Tiered Support Systems: Ethical Considerations**  
Virginia Room ABCD

Clifford V. Hatt, Ed.D., ABPP (School), NCSP, Licensed Clinical Psychologist

Providing mental health services in schools can be ethically challenging. Issues can include privacy, confidentiality, informed consent, multiple relationships, and professional competence. This session will include discussion and case examples of these issues in the school setting.

3:00 p.m. – 3:15 p.m. **Break**  
Virginia Foyer

3:15 p.m. – 4:00 p.m. **VDOE Updates and Wrap-up**  
Virginia Room ABCD

Office of Student Services Staff Panel, Virginia Department of Education
Presenters

Dr. Emily Goodman-Scott
Dr. Emily Goodman-Scott is an Assistant Professor and School Counseling Coordinator in the Counseling and Human Services department at Old Dominion University in Norfolk, Virginia. Before working at ODU, Dr. Goodman-Scott worked in the public schools as a school counselor and special education teacher, as well as in several mental health counseling settings primarily serving youth. She has published over a dozen articles in national journals such as Professional School Counseling and Counselor Education and Supervision. Her areas of research include school counseling related topics: (a) preparation, (b) roles, (c) practices within Positive Behavioral Interventions and Supports, (d) elementary school counseling, and (e) counseling children with exceptional needs in and out of the schools. Dr. Goodman-Scott enjoys advocating for the school counseling profession through scholarly publications and presentations, preparing the next generation of school counselors, and professional service. Dr. Goodman-Scott holds a number of service positions including seven years as a board member for the Virginia School Counselor Association; secretary of the ACES School Counseling Interest Network; Research Grant Chair for the Association for Child and Adolescent Counseling; and is a faculty advisor for ODU’s chapter of Chi Sigma Iota. Further, she is on the editorial review board for the Professional School Counseling journal and the Journal of Child and Adolescent Counseling. She earned both a Ph.D. and M.A.Ed. from Virginia Tech and a B.S. from James Madison University. Dr. Goodman-Scott is a licensed school counselor in Virginia, a Licensed Professional Counselor in Virginia, a Nationally Certified Counselor, a Nationally Certified School Counselor, and an Approved Clinical Supervisor.

Dr. Tasheka Cox
Dr. Tasheka Cox is a Licensed Clinical Social Worker and Psychotherapist who has served students and clients in both the education system and in private practice. She is also a certified Mindful Schools Instructor and a Yoga Instructor specializing in treating anxiety, depression, and PTSD. She has over 15 years of professional counseling experience including working as a field supervisor for master level Social Work students. She has presented at numerous local and national conferences on Mindfulness, Self-Care, Trauma, and Stress Management. In addition, she has developed and implemented social-emotional learning curriculum in local Alternative School settings. Dr. Cox is a very dedicated professional whose passion is to help students, individuals, families, and groups learn mindfulness techniques, self-regulations and self-management skills to relieve pain, suffering, and cope with everyday life stressors.

Dr. Dede Bailer
Dr. Bailer is currently the coordinator of School Psychology Services for Fairfax County Public Schools (FCPS). In her role as coordinator, Dr. Bailer has supervisory responsibility for over 160 school psychology practitioners in FCPS and works with county government and community partners to develop and implement wellness and prevention strategies that contribute to healthy children and communities. Dr. Bailer is part of the FCPS team implementing a tiered system of support for mental wellness and social emotional learning and is a division representative to the State Management Team. She is also the FCPS liaison to VDOE for Military Connected Youth.

Dr. Jamie Albers
Jamie Albers has been a School Liaison Officer for 8 years, both stateside and overseas. Previous to that, she worked in Child Protection Services as an Investigator and a Therapist in an Adolescent Residential Hospital. She has been married for 25 years to an Active Duty Air Force member and are on their 11th assignment. They have two daughters, 21 and 23 years old, who during their 11 assignments have attended 9 and 11 schools respectively.
Dr. Cliff Hatt
Cliff Hatt, Ed.D., ABPP (School), NCSP is the retired administrative coordinator for psychological services with Virginia Beach City Public Schools and former director of the APA-accredited doctoral internship program in professional psychology. He has a doctorate in school psychology from the University of Northern Colorado, a master’s in educational foundations (school psychology) from Florida Atlantic University, and a bachelor’s degree in psychology from Canisius College. He is a licensed clinical psychologist (Virginia Board of Psychology), holds specialty board certification in school psychology from the American Board of Professional Psychology (ABPP) and is a Nationally Certified School Psychologist (NCSP). He is currently on the board of directors of the American Board of School Psychology and a fellow of American Academy of School Psychology. He is past president of the Virginia Psychological Association and the Virginia Academy of School Psychologists. He was appointed to the Virginia Board of Psychology and served as chair of the Board and chair for the Discipline Committee of the Board. Dr. Hatt also teaches graduate courses for the Virginia Consortium Program in Clinical Psychology and recently co-taught a graduate course on ethics and law for the school psychology program at the College of William and Mary. He is a frequent presenter for the Virginia Department of Education.

Mental Health Services for the Department of Social and Health Services in Washington State. In 2000 he moved to OSPI to bring together his careers as teacher and social worker. As Program Supervisor, he led the development of the Compassionate School Initiative which began in 2008. He was a co-author of a book published in 2009 entitled, The Heart of Learning and Teaching; Compassion, Resiliency, and Academic Success. He also coauthored, Supporting and Educating Traumatized Students: A Guide for School-Based Professionals published by Oxford University Press (2012), and Optimizing Learning Outcomes: Proven Brain-Centric, Trauma Sensitive Practices, published in the spring of 2017 by Routledge (Taylor and Francis Books).

Carolyn Lamm
Carolyn Lamm is the Supervisor for Student Support for Fauquier County Public Schools (FCPS) and serves as the Division Coordinator for schools implementing Virginia Tiered System of Supports (VTSS). She has provided professional development, consultation, and coaching with the VTSS and PBIS state projects in Virginia for the past 12 years. She contributes presentations at local, state, and national conferences on multi-tiered systems incorporating positive behavioral practices with social emotional learning and mental wellness supports. She provides professional development on evidence-based practices which improve self-management, engagement, and performance. Carolyn serves as project director for the Project AWARE grant providing oversight of Youth Mental Health First Aid trainings in Fauquier County. Carolyn Lamm also serves as project director for a DCJS Juvenile Justice grant in support of the Restorative Pathways program designed to integrate Restorative Justice and Trauma Informed practices into evidence-based PBIS tiered supports in schools. Previously, Carolyn served as PBIS/Behavior Support Division Coordinator in Chesterfield County Schools and Prince William County Schools. Carolyn has coordinated implementation of PBIS and VTSS in over 80 schools in Virginia and extensive experience in aligning supports and networking effective practices for division-wide systems change.

Ron Hertel
Ron Hertel, is a Program Supervisor for Social/Emotional Learning in Student Support at the Office of Superintendent of Public Instruction (OSPI), Washington’s State Education Agency. In 1975, he began teaching in a secure inpatient psychiatric facility for adolescents and part time in a public middle school in Minnesota prior to beginning a 10 year career as a social worker for Boulder County Dept. of Social Services in Boulder, Colorado. In 1989, Ron moved to Washington State and has supervised a county child welfare office, managed the statewide residential care program for adolescents, and served as program administrator of Children’s
Carolyn has a strong track record in helping educators to provide a rich menu of supports that result in success stories for students.

**Dr. Kristen Nicholson**

Dr. Nicholson is a Licensed Clinical Social Worker and is certified as a Mindful Schools Instructor. She has served as a School Social Worker with Baltimore City Public Schools for the past eleven years, as well as a Field Supervisor to both graduate and undergraduate social work students. She also maintains a private practice in Towson, Maryland. Dr. Nicholson has completed extensive training in utilizing mindfulness-based interventions with both children and adults and enjoys teaching students how to use mindfulness practices to tap into their inner strengths to enhance their overall well-being. She has presented at both local and national conferences on the topic of mindfulness, as well as facilitated numerous trainings with both educators and mental health professionals on the topic of mindfulness and self-care.

**Wendy O'Sullivan**

Wendy O’Sullivan is the spouse of an Active Duty Army Service Member who has served for 25 years and continues to serve. She has worked for the Department of the Army for over eight years as both a Program Coordinator and a School Liaison Officer. Her previous experience as a Teacher and Counselor spans working in four countries in three continents.

**Dr. James (Jim) Russo**

Jim Russo, Ed.D., Coordinator of Psychological and Diagnostic Services, Chesterfield County Public Schools, is a licensed clinical and school psychologist with 36 years of experience in education. He earned his doctoral degree from the College of William and Mary and has been employed by the Chesterfield County Public Schools since 1985. During that time, he has provided comprehensive psychological services to elementary, middle, and high school students. In addition to his public school practice, Dr. Russo has engaged in a private clinical practice in Richmond and was an adjunct instructor for Mary Baldwin College in the Masters of Arts in Teaching program. Dr. Russo is entering his seventh year as Coordinator of Psychological and Diagnostic Services in Chesterfield. His interests include Restorative Practices, as an alternative to traditional school discipline; social emotional development of young children; and training school professionals in responding to children’s grief and loss.

**Dr. Allison Sampson-Jackson**

Allison Sampson-Jackson, Ph.D., LCSW, LICSW, CSOTP is a Licensed Clinical Social Worker and a Certified Sex Offender Practitioner in the State of Virginia and a Licensed Independent Clinical Social Worker in the District of Columbia. Her clinical practice and research has focused on advancing effective trauma informed treatment practices for persons who experience significant conduct related behavior problems. Her areas of specialty include attachment based models of treatment; sexual abusiveness in children and adolescents; neuropsychology; and the use of neuroscience to inform work with children and adults with complex trauma disorders. Dr. Sampson-Jackson is a person of lived experience as well as being a professional who has provided services to “at-promise” youth and their families via the Department of Social Services, Public Mental Health Clinics, as well as within Juvenile Detention and Correctional facilities. For 13 years, Dr. Sampson-Jackson worked for Providence Service Corporation. During her time with Providence, she moved from working with children and families as a mentor and therapist to serving as a Vice President of Clinical Operations and National Trauma Informed Service Line Leader. In her final year with Providence, she co-led 17 National Trauma Informed Teams with Providence through the National Council of Behavioral HealthCare’s Trauma Informed Learning Collaborative. Today, Dr. Sampson-Jackson works independently as the CEO of Integration Solutions, providing trauma informed care consultation, education and technical assistance to human service organizations interested in furthering their integration of trauma informed child and family service systems. For more information about Dr. Sampson-Jackson’s work you can visit [http://integrationsolutions.org](http://integrationsolutions.org)
Vickie Shoap

Vickie Shoap is a Restorative Justice Specialist for Fairfax County Public Schools in Fairfax Virginia. With over 20 years’ experience in the restorative justice field Vickie Shoap is a national restorative justice practitioner and trainer in the principles and practice of restorative justice in education and in Virginia’s juvenile courts. Vickie has been involved in leading restorative justice program initiatives in Virginia since 2000, including writing guidelines and a facilitator manual for the Supreme Court of Virginia Office of Dispute Resolution. Vickie Shoap is the former Restorative Justice Coordinator for the Prince William County Virginia 31st Judicial Circuit and Juvenile Courts.

Jennifer Ward

Jennifer Ward has been working with refugee youth since 2006. She holds a Master of Arts in Professional Counseling and a Bachelor of Science in Counseling with a minor in Special Education. Originally planning to be a special education teacher, Jennifer was drawn to the Unaccompanied Refugee Minor (URM) Program after interning with Commonwealth Catholic Charities in 2006. She worked as a refugee school liaison for CCC as she completed her Master’s Degree with a concentration in Refugee Mental Health. Jennifer is a Resident in Counseling with the state of Virginia and worked as a therapist in the URM Program until becoming a clinical supervisor with the Foster Care Program. Her passion is working with refugee and immigrant youth in foster care and helping them adjust and thrive in their new homes. Jennifer has worked with youth from countries all over the world including: Sudan, Somalia, Vietnam, Haiti, Cuba, Bangladesh, China, Honduras, El Salvador, Guatemala, Mexico, Eritrea, Guinea, Cameroon, and Russia. She has provided training to organizations, agencies, and school systems throughout central Virginia on such topics as cultural competence, behavior management, refugee mental health, unaccompanied children, working with youth in foster care, and working with victims of human trafficking.

Jennifer lives in Chesterfield, Virginia with her husband of 23 years and their three children.

Dr. Mark D. Weist

Mark D. Weist received a Ph.D. in clinical psychology from Virginia Tech in 1991 after completing his internship at Duke University, and is currently a Professor in Clinical-Community and School Psychology in the Department of Psychology at the University of South Carolina. He was on the faculty of the University of Maryland for 19 years where he helped to found and direct the Center for School Mental Health (http://csmh.umarlynd.edu), one of two national centers providing leadership to the advancement of school mental health (SMH) policies and programs in the United States. He has edited ten books and has published and presented widely in SMH and in the areas of trauma, violence and youth, evidence-based practice, cognitive behavioral therapy, Positive Behavioral Interventions & Supports (PBIS), and on an Interconnected Systems Framework (ISF) for SMH and PBIS. He is currently co-leading a regional conference on school behavioral health (reflecting integrated SMH and PBIS, see www.schoolbehavioralhealth.org) and leading a randomized controlled trial on the ISF.