



7th Annual Midwest School Mental Health Conference

August 8th, 2019 | Iowa Events Center

Our Mission

Please Pass the Love is committed to increasing school-based mental health supports to improve the quality of life and educational opportunities for children, families, and educators as well as offer culturally responsive comprehensive services and evidence-based supports to school systems. We strive to bridge positive relationships between the educational and mental health communities to more effectively prevent and address mental health issues for our children and adolescents throughout the state of Iowa.

Don't Forget:

- Check out the self-care station!
- Check out the merchandise available for sale at the PPTL merch table!

Contact us

Phone:
515-339-3837

E-mail:
info@pleasepassthelove.org

 Please Pass the Love

 @pleasepassthelove

 @PPTTheLove

 @pptlnotalone

Schedule

7:00-8:00am Registration	11:50-12:20p Lunch/Award of Excellence/PPTL
8:00-8:15am Welcome and Sponsors	12:20-1:50pm Lunch Keynote #2 Dr. Nicole Skaar
8:15-9:45am Keynote #1 Kevin Hines	1:50-2:00pm Break/Exhibitors
9:55-10:45am Session One	2:00-2:50pm Session Three
10:45-10:55am Break/Exhibitors	2:50-3:00pm Break/Exhibitors
10:55-11:45am Session Two	3:00-3:50p Session Four

Thank you to our Platinum & Gold Sponsors!



Mid-America (HHS Region 7)

MHTTC

Mental Health Technology Transfer Center Network

Funded by Substance Abuse and Mental Health Services Administration



Use the hashtag #PPTL19 when you post photos of the conference on social media!

Session One 9:55-10:45a

Supporting Our LGBTQ Youth *Room 304*

Mark Busch, Director of Education | Iowa Safe Schools

LGBTQ individuals are almost three times more likely than others to experience a mental health condition such as major depression or generalized anxiety disorder. Compared to their heterosexual peers, LGBTQ youth are more likely to experience bullying, homelessness, intimate partner violence, drug abuse, homelessness, and death by suicide. This workshop will discuss ways that educators and community leaders can create more inclusive schools and communities for LGBTQ youth on a daily basis. Participants will be able to ask questions to an LGBTQ advocate and a former classroom teacher.

Successful Intervention of Depression with Non-suicidal Self Injury: A Case Study *Room 305*

Nicole Skaar, Ph.D., NCSP, Associate Professor | University of Northern Iowa

This presentation will focus on the therapeutic journey of one adolescent female with a diagnosis of depression. She began school-based therapy with low mood ratings and several instances of non-suicidal self injury (NSSI). The school-based therapy included a revised version of ACTION (Stark, Simpson, Schnoebelen, Hargrave, Molnar, and Glen, 2007) and self-monitoring for NSSI. After 6 months of therapy, her mood ratings increased and NSSI ceased. At follow-up a year later, her higher mood ratings were maintained.

Connecting the Dots Between Sexual Violence Prevention and School Mental Health *Room 306*

KellyMarie Z. Meek, Prevention Specialist | Iowa Coalition Against Sexual Assault

Sexual violence and mental health are inextricably connected. The good news is, sexual violence can be prevented, and public health finally has some evidence to help us sort out just how to begin. In this workshop, you'll hear an overview of the research around sexual violence prevention and how it connects to bullying, suicide, and other forms of youth violence, and discuss ways to use this research to strengthen your practice in schools and communities.

Universal Social-Emotional, Behavioral Mental Health Supports for ALL Students *Room 307*

Aimee Schuppe, Ed.S, NCSP, School Psychologist MTSS Behavior Coach & Stacey Warren, MSW, LISW, School Social Worker/ MTSS Behavior Coach | Heartland Area Education Agency

Mental Health and wellness is an important consideration for ALL students- This workshop is designed to help participants understand a systemic response for Social-Emotional, Behavioral Mental Health supports and instruction offered within a school system.

MTSS for Positive Well-Being: Meeting the Comprehensive Needs of ALL Students *Room 308*

Dana Miller, PhD, School Psychologist & Rusti Sparks, Special Education Consultant | Central Rivers Area Education Agency

One in five children and adolescents have or will have signs or symptoms of a mental health disorder within the duration of a year (NIMH, 2015). Mental Health concerns are linked to poor academic outcomes, dropout and suicide. These are just a couple of the statistics that highlight the needs of our students and emphasize an urgency to act.

This breakout session will outline a proactive approach to addressing student needs through a Multi-Tiered System of Supports for Positive Well-Being. Positive well-being is the outcome we strive to ensure all students achieve. The MTSS for Positive Well-Being framework proactively addresses students' social, emotional, behavioral and mental health needs. Participants will develop an understanding of MTSS for positive well-being, learn about the MTSS for Positive Well-Being framework developed by Central Rivers Area Education Agency, understand system considerations and discuss how MTSS for Positive Well-Being is implemented in a pilot school district.

Suicide Prevention Education: Effective Student Training Components *Room 309*

Patrick Fowler, MS: School Psychologist | Heartland Area Education Agency

Increasing rates of youth suicide have led to a public health crisis and the need for effective suicide prevention programs to target this population. The current presentation aims to provide practitioners with evidence-based student training materials and outcome data from an existing suicide prevention program.

Session Two 10:55a-11:45a

Bringing CBT in the Classroom *Room 304*

Amanda Khader M. Ed, Ed. S (expected May 2019), School Psychologist for Heartland AEA | Heartland Area Education Agency/University of Northern Iowa

This presentation is based on a pilot study I conducted in a K-4 behavior focused classroom. This school year, I have used my role as a school psychologist to provide direct service to a student using Cognitive Behavior Therapy to address mental health needs. In addition, I have worked with a behavior focused classroom teacher to incorporate Cognitive Behavior Therapy techniques into the classroom for all students to access. A variety of qualitative and quantitative data (including specific data on the usage of coping skills and the number of behavior escalations, behavior progress monitoring data, and student and teacher interviews) has been collected to support the use of using cognitive behavior therapy in the classroom. After this presentation, participants will have a greater understanding of the effectiveness of Cognitive Behavior Therapy, and how to use techniques in the school setting.

Use the hashtag #PPTL19 when you post photos of the conference on social media!

Session Two Continued

School-Based Play Therapy: A Developmentally Responsive Intervention for Elementary Children *Room 305*

Kristin K. Meany-Walen, PhD, LMHC, RPT-S | Waterloo Community School District/Irving Elementary

Children's disruptive behaviors are often an indicator of underlying, more significant, mental health concerns. Without intervention, these behaviors tend to worsen over time and interfere with the learning of all children in the classroom. Play therapy has shown to be successful at reducing children's disruptive behaviors, increasing their time on-task, and reducing teacher stress (e.g. Meany-Walen, Bratton, & Kottman, 2015). In this session, participants will learn basic concepts of play therapy, how it can be applied and helpful in elementary schools, and resources to gain more information about play therapy and integrating it into schools.

PBIS and Increasing Resiliency; Applying trauma informed practices to guide social emotional learning for all learners *Room 306*

Beth Augspurger-Behavior Interventionist, BCBA & Lauren Nystrom-Behavior Interventionist, MSW/LISW & Amy Biondi-Behavior Interventionist, BS/MA & Katie Hoover-Behavior Interventionist, BA/MA | West Des Moines Community School (Beth-Crossroads/Clive, Amy-Crestview/Westridge, Lauren-Jordan Creek/Western Hills, Katie-Hillside/Fairmeadows)

Our multi-disciplinary team will present engaging and practical strategies to incorporate social emotional learning into the school day through an authentic lens to prepare all students to cope with adversity. Learning outcomes: Learners will understand SEL can be embedded within the current MTSS practices in your building (e.g. PBIS)

Blending Mental Health Professional Development For School Staff *Room 307*

Rob Brookhart, Ed.S. Instructional Designer & Deborah Cleveland, M.A. Instructional Designer | AEA Learning Online

With new state requirement on staff training for suicide prevention and mental health, many are struggling to find the resources, time, and local expertise to meet this requirement. With school inservice time at a premium it is important to make the best use of the limited time. This session will provide you with information on how to use blended/flipped learning with your staff to make the most of your professional learning time. Blended/Flipped learning is a great way to move staff learning from basic understanding to application/implementation. In this session you will learn about online resources that you can use with staff to build understanding about mental health and how to use your face to face time to take that learning deeper. You will also learn about ways to review and screen to find those that will best meet your district needs.

Suicide Prevention Education: Effective Student Training Components *Room 308*

Patrick Fowler, MS: School Psychologist | Heartland Area Education Agency

Increasing rates of youth suicide have led to a public health crisis and the need for effective suicide prevention programs to target this population. The current presentation aims to provide practitioners with evidence-based student training materials and outcome data from an existing suicide prevention program.

Creating Safe Spaces: Fostering Positive Behavioral and Mental Health through Cultural Humility *Room 309*

Christine Her, Executive Director | ArtForce Iowa

Yvette Hermann, Creative Pathways Program Director | ArtForce Iowa

Emma Parker, DSM Heroes Program Director | Iowa Arts-in-Education | ArtForce Iowa

How do you deal with bullying and name-calling in your space? Your students watch you closely to see how you handle delicate situations; they notice when teachers escalate, de-escalate, ignore or blow up. It should be every person's job to maintain a safe space, not just the teacher. Learn ways to create and foster feelings of ownership, positivity and community in your classroom, crucial elements for supporting intrinsic motivation. Taking a collaborative approach helps you become the facilitator rather than the enforcer.

Session Three 2-2:50p

Youth Mental Health: It starts with 'You' *Room 305*

Kristin K. Meany-Walen, PhD, LMHC, RPT-S & Andrea Vignovich, MA, LMHCt | Waterloo Community School District/Irving Elementary

Professionals who work in the helping professions, including teachers, counselors, and administrators are at risk for burn-out, which reduces their abilities to respond emphatically with children. In this session, we will explore ways school professionals can assess their own wellness and implement self-care strategies. The strategies can also be implemented with children in school-based therapy or classrooms settings.

It's Universal--Connecting Social-Emotional Learning and Trauma Sensitive Strategies *Room 306*

Kay A. Augustine, Ed.D., SEL Coordinator | Iowa Department of Education

Social and Emotional skills (SEL) help children manage their feelings, build healthy relationships, and navigate social environments. Trauma can affect students' social-emotional skills, such as their ability to identify, share, and manage their emotions. This interactive session will feature Iowa's SEL Competencies and Learning Targets. The focus will be on both adult and student social-emotional skills as well as evidence-based strategies for making explicit connections between trauma-sensitive and SEL practices.

Use the hashtag #PPTL19 when you post photos of the conference on social media!

Session Three Continued

Using Positive Coping to Help Students Thrive in Academics and in Life *Room 307*

Randi Glaser, Science Interventionist & Ashley Tatum, School Counselor | Summit -. Ankeny Community School District's Alternative Learning Center

Students often need time in their day to "take a break" or use coping skills. This is in everyday school and life but also in crisis situations. We have worked with our staff and students this year to help bring many different coping skills to our students. This included teaching them why positive coping is important and when and how coping skills can be used and practiced.

Presenters will share how they implemented positive coping lessons, materials, and activities into their classrooms, small groups, and program to give students the ability to cope through stressors positively. Students have the ability to choose how to take a break and communicate why they need to break. Students learn positive coping in the classroom for immediate needs, but this skill will transfer into their life outside of school.

Presenters will share ideas of coping skills they taught, and/or offered, to all of their students. There are over 25 coping skills taught for the classroom setting, with lessons on how to implement it outside of the classroom as well.

Transforming School Culture Through Restorative Practices *Room 308*

Justin Blietz, MA in Educational Leadership, Certified Trainer in Restorative Practices (IIRP), QA in Intercultural Developments | Cedar Rapids Community School District

Despite significant evidence demonstrating the negative impacts of exclusionary discipline, schools still rely heavily on these practices. This session will examine the harmful impacts of the discipline policies in schools and demonstrate how to proactively support SEBMH needs of students. Participants will leave with an understanding of a continuum of restorative practices.

Who Do I Want You To Be?: Racial/Cultural Trauma in Schools *Grand Ballroom*

Jennifer Ulie-Wells, Ph.D. Executive Director | Please Pass the Love

Educational systems were created to benefit those in white dominant culture. Today, 82 percent of teachers are white and poorly prepared to work with students of color. This session explores how oppressive educational systems create trauma for students of color. Participants will learn about the brain science behind trauma and how that impacts students through bias, white privilege, micro-aggressions, white fragility and, more importantly, how to prevent it.

Creating and Sustaining a THRIVING Community of Educators *Room 309*

Maria Lantz, Associate Principal of Instruction | Stowe Elementary School

Educator burnout is extremely high in the United States. This is paired with a mental health crisis and vicarious trauma that many educators are currently experiencing. When our educators are not cared for properly they cannot give their best selves to kids. It is our jobs as leaders to create cultures where we focus on the health and well being of our staffs. Throughout this presentation we will look at ways to increase the social emotional learning of our adults, dig into adult self care, utilize restorative practices and determine ways to lead our organizations with a culture of high care and high expectations. Promoting this work with our teams will benefit the "whole" staff member and lead to more equitable outcomes for our students.

Session Four 3-3:50p

Cultivating Courageous Kids: Mindful Resilience for Young People *Room 305*

Ryan Allen, PhD, CTP-E, ERYT-200, RCYT-95, SGLN Trainer | Lumin Therapy/Briar Cliff University

Our children are crying out for help. Unfortunately, as parents and providers, caregivers and caretakers, we're not always equipped to meet the needs of those we love, care for, and serve. The good news is we can change this sad reality. We can learn to be the rock our kids need us to be, the calm, steady nervous system for them to plug into, the role models for resiliency they need to not just survive, but thrive in this dynamic, ever-evolving landscape. The challenges young people face are profound. Our response needs to be even bigger.

Our time together in this session will focus on why things are the way they are, how we can become trauma-informed and create trauma-informed spaces, and strategies we can use for better self-care to avoid compassion fatigue and vicarious traumatization, as well mind-body skills for emotional regulation that we can utilize with young people. We'll also discuss some of the successes and failures of practicing mind-body interventions in PreK-College classroom settings and share some of the data we've collected. This session is designed for teachers, childcare providers, counselors, parents, or anyone else who is interested in practicing mindfulness, in finding a better way to serve those who need our help the most, and in rediscovering the passion and purpose that inspires us to love and care for our most vulnerable.

Inclusive and Affirming: Making Sex Ed Safe *Room 306*

Emily Miller, B.A. & Kirsten Brown, L.M.S.W. | EyesOpenIowa

Setting a safe learning space for sex education has always posed unique challenges. But too often the needs of LGBTQ students are forgotten as sex education is implemented.

In this session we will discuss best practices for creating inclusive and affirming learning spaces in sex education classes and the mental health impacts of having these practices implemented. Whether you are implementing sex education or advocating for students, participants will leave with action steps, resources, and tips for how to advance and improve inclusive sex education in their settings.

Use the hashtag #PPTL19 when you post photos of the conference on social media!

Session Four Continued

“Implementing Comprehensive School Mental Health Systems: A National Curriculum” Room 307

Brandy L. Clarke, PhD, School Mental Health Program Director, Mid-America Mental Health Technology Transfer Center, BHECN, Associate Professor, MMI Psychology | University of Nebraska Medical Center

Participants will learn about an innovative and resource-rich comprehensive school mental health curriculum, developed through the SAMHSA-funded Mental Health Technology Transfer Center (MHTTC) Network Coordinating Office (NCO) in collaboration with the National Center for School Mental Health. They will also gain an understanding of the continuum of training and technical assistance supports offered through the Mid-America MHTTC related to school mental health programming.

Successful Intervention of Depression with Non-suicidal Self Injury: A Case Study Room 309

Nicole Skaar, Ph.D., NCSP, Associate Professor | University of Northern Iowa

This presentation will focus on the therapeutic journey of one adolescent female with a diagnosis of depression. She began school-based therapy with low mood ratings and several instances of non-suicidal self injury (NSSI). The school-based therapy included a revised version of ACTION (Stark, Simpson, Schnoebelen, Hargrave, Molnar, and Glen, 2007) and self-monitoring for NSSI. After 6 months of therapy, her mood ratings increased and NSSI ceased. At follow-up a year later, her higher mood ratings were maintained.

Universal Social-Emotional, Behavioral Mental Health Supports for ALL Students Room 308

Aimee Schuppe, Ed.S, NCSP, School Psychologist MTSS Behavior Coach & Stacey Warren, MSW, LISW, School Social Worker/ MTSS Behavior Coach | Heartland Area Education Agency

Mental Health and wellness is an important consideration for ALL students- This workshop is designed to help participants understand a systemic response for Social-Emotional, Behavioral Mental Health supports and instruction offered within a school system.

CEU and License Renewal Information

For anyone wanting continuing education and license renewal credits, you will need to sign in at the CEU table at the beginning and at the end of the day.

- IBC 6 Counseling Theories CEUs
- Social workers can use the certificate to submit with their licensure renewal paperwork
- Educators can get Drake or licensure renewal credit through the ISEA website.

Please Pass the Love presents

STOMP OUT STIGMA

YOUTH MENTAL HEALTH CONFERENCE

WITH GUEST SPEAKER **ROYCE WHITE**

The former Iowa State star and 1st round NBA Draft pick shares his own journey with mental health and the importance of youth knowing they are not alone.

OCTOBER 14, 2019 • 9am- 4pm

FRANKLIN JUNIOR HIGH • DES MOINES, IA

OPEN TO
MIDDLE SCHOOL, HIGH SCHOOL & COLLEGE STUDENTS

\$20 for STUDENTS • \$50 for ADULT CHAPERONES

SCHOLARSHIPS AVAILABLE, FOR MORE INFORMATION PLEASE EMAIL INFO@PLEASEPASSTHELOVE.ORG

REGISTER TODAY at PLEASEPASSTHELOVE.ORG

Use the hashtag #PPTL19 when you post photos of the conference on social media!

How to Get Involved with Please Pass the Love



Stomp Out Stigma Youth Mental Health Conference

- October 14, 2019 at Franklin Junior High in Des Moines, Iowa
- 9:00am - 4:00pm
- Open to middle school, high school, & college students
- Keynote speaker: Royce White, former ISU & NBA player

Online School Mental Health Academy

- School Mental Health Literacy (2 cr) *August 26th- October 18th*
- Racial & Cultural Trauma (1 cr) *September 9th- October 25th*
- MTSS/ISF (1 cr) *September 23rd- November 1st*
- Building Relationships (1 cr) *October 14th- November 29th*
- School Mental Health Literacy (2 cr) LR ONLY *October 21st- December 13th*

Cameron Carico Memorial Golf Classic

- August 24, 2019 at Toad Valley Golf Course in Pleasant Hill, Iowa
- Check in at 8:00am, tee-off at 8:30am
- Lunch provided, opportunities to win prizes!
- Deadline to register is August 10

Please Pass the Love Comprehensive Services

- School mental health can feel overwhelming and complicated. We work with schools to minimize confusion and help to navigate the school mental health journey through research and evidence-based strategies and frameworks. The return on investment for improved school mental health can be felt in improved outcomes across any building or district.
- We provide comprehensive services through data collection, action planning, & intensive training.

Join the Iowa School Mental Health Alliance

- The Iowa School Mental Health Alliance is a community of practice who wants all children, families, schools, and our communities to thrive with strong, sustainable school mental health systems influenced by data-driven decision making and evidence-based practices.
- A community of practice is a group of individuals with a shared vision or goal who are all working together as one to reach that goal.
- The four COPs of the ISMHA are: communication, evidence-based practice, family engagement, and policy and legislation

S.O.S - Stomp out Stigma Youth Program

- S.O.S Stomp Out Stigma is a youth program led by Please Pass the Love.
- Empowers students to become mental health ambassadors in their schools to work together towards creating change in their school climate.

October Mental Health Awareness Month

- Host a Cards for Kids event to make get well cards for kids in Iowa pediatric behavioral health units.
- Participate in the Brain Project (more info coming soon)
- Create a fundraiser to support youth school mental health program expansion through Please Pass the Love
- Spend the month starting the mental health conversation using activities soon available on the PPTL website!

You can find more information about all of these programs & upcoming events at www.pleasepasstheLove.org!

Use the hashtag #PPTL19 when you post photos of the conference on social media!