

2023-2024 ROVINSKY FAMILY LECTURESHIP SERIES

Wednesday, March 27, 2024 | 12:00 – 1:00 PM ET | Live Webinar

TRANSDIAGNOSTIC PRACTICES AND SCHOOL-BASED MENTAL HEALTH

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PROGRAM DESCRIPTION:

Mental health and well-being are critical to the success of children and youth in school (NASP, 2021). Research has shown, however, that mental and behavioral health difficulties are prevalent, affecting as many as one in five children and youth, many of whom suffer from anxiety, depression, substance abuse, and trauma (Merikangas, 2010). Through exposure to a constellation of negative risk factors, many others exhibit antisocial patterns of behavior leading to a diagnosis of oppositional defiant or conduct disorder (Sprague & Walker, 2022). Recent research has shown an increase in mental health concerns among children and youth but not a concomitant increase in mental health service use, suggesting the need to improve service capacity (Lu, 2019; Saunders et al., 2022). Advocates and researchers in children's mental health have called for integrating education and mental health supports in the schools to improve service delivery (Atkins et al., 2010; Benton et al., 2022; Herman et al., 2021). Traditionally, this need is accomplished by outsourcing services and delivering diagnostic-specific treatments. A more contemporary alternative is to build school capacity for addressing mental health needs by delivering transdiagnostic interventions. This presentation will highlight three transdiagnostic approaches to school-based mental health, including the core dysfunction approach, the common elements approach, and the principle-guided approach and share information on their practical application in schools. Information will be shared on effective, evidenced-based strategies, for positively impacting children's mental health at Tiers 2 and 3 within a multi-tiered system of support framework. The presenter will use the clinical and empirical literature as well as knowledge in this area to inform guidelines for best practice.

EDUCATIONAL OBJECTIVES

Based on the presentation, the participants will be able to:

- Identify the limitations associated with a diagnostic-specific approach to school-based mental health and the advantages offered through a transdiagnostic approach
- Describe the basic principles of the (a) core dysfunction, (b) common elements, and (c) principle-guided approaches to transdiagnostic intervention
- Identify and describe at least one application of school-based transdiagnostic interventions

SUGGESTED READINGS

- Clifford, M. E., Nguyen, A. J., & Bradshaw, C. P. (2020). Both/and: Tier 2 interventions with transdiagnostic utility in addressing emotional and behavioral disorders in youth. *Journal of Applied School Psychology, 36*, 173-197. doi:10.1080/15377903.2020.1714859
- Dalgleish, T., Black, M., Johnston, D., & Bevan, A. (2020). Transdiagnostic approaches to mental health problems: Current status and future directions. *Journal of Consulting and Clinical Psychology, 88*, 179-195. <http://dx.doi.org/10.1037/ccp0000482>
- Schaeuffele, C., Schulz, A., Knaevelsrud, C., Renneberg, B., & Boettcher, J. (2021). CBT at the crossroads: The rise of transdiagnostic treatments. *International Journal of Cognitive Therapy, 14*, 86-113 <https://doi.org/10.1007/s41811-020-00095-2>

ABOUT THE PRESENTERS

Barry McCurdy, PhD, NCSP, BCBA-D, is a school psychologist, a licensed psychologist in Pennsylvania, and board certified behavior analyst. He earned a PhD in School Psychology from Lehigh University in 1990 while working as the staff psychologist at Centennial School of Lehigh University, a laboratory school dedicated to training special education professionals to work with students with emotional/behavioral disorders (EBD) and students with autism. In 1999, Dr. McCurdy founded the Devereux Center for Effective Schools and served as the director of that program until 2021.

Dr. McCurdy's primary research interest in the education and treatment of students with EBD has led to several grant-funded prevention/early intervention initiatives including the development and evaluation of multi-tiered systems of support (MTSS) in urban schools and alternative school settings, school-based parent training, and teacher training in class-wide positive behavior support. More recently, with colleagues from Devereux and Children's Hospital of Philadelphia, Dr. McCurdy has been involved in the development and evaluation of a model for school-based mental health integrated within an MTSS framework. In addition to his work in the schools, Dr. McCurdy is an active member of several professional organizations concerned with school psychology, special education, behavior analysis and school-based behavioral health.

Target Audience: Doctoral Level Psychologists and Other Mental Health Professionals

Level of Instruction: Intermediate

Number of CE Credits Offered: 1 CE credit

Cost: \$15

CRITERIA FOR EARNING CE

Full attendance is required to receive CE credit for each session. No partial credits are available. All participants must sign an attestation regarding attendance and indicate the type of CE credit they require through a link which will be provided following the session. At the conclusion of each session participants will be provided an additional link to complete an evaluation survey; we request that you take a few minutes to anonymously provide feedback. Co-sponsored by Philadelphia College of Osteopathic Medicine. Physicians: Philadelphia College of Osteopathic Medicine is accredited by the American Osteopathic Association of medical education for physicians. Philadelphia College of Osteopathic Medicine designates this program for a maximum of 1 hour of AOA Category 1- A credits and will report CME and specialty credits commensurate with the extent of the physician's participation in this activity.



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