**Example Abstract: Panel Discussion**

**Title:** Implementing Evidence-Based Interventions in Schools Following Hurricanes Katrina and Sandy

**Abstract Body:**

Collaborations between groups affiliated with National Child Traumatic Stress Network (NCTSN) have provided near ideal conditions for greatly enhanced opportunities for disaster response intervention.  Site specific and shared models of implementation have contributed to a growing bank of evidence based approaches to meeting the immediate and long term needs of communities and individuals affected by large scale disasters.  Panelists were chosen to discuss ongoing collaborations between NCTSN affiliates in New Orleans and New York and to present their unique and shared experiences about the stages of intervention in schools following Hurricanes Katrina and Sandy.  Initial discussions will focus on community disaster preparation, FEMA/state-sponsored funding, and pre-existing relationships in the community and schools as primary systems for provision of services following community wide disasters.  Next, historical contributions and current best practices will be presented for disseminating trauma education and training of mental health professionals for immediate crisis response (Psychological First Aid) and community-wide resiliency programming.  Our experiences with formal mental health screening and specifically PTSD screening (NCTSN Hurricane Assessment Tool), and how it plays a critical role in treatment selection will be shared.  Examples of treatments that will be presented are Trauma-Focused Cognitive Behavior Therapy (TF-CBT), which follows a traditional individual/family therapy model and Cognitive-Behavior Intervention for Trauma in Schools (CBITS), which is a group based model.  Informally, we will also discuss the importance of supporting crisis response workers and school staff, and combating compassion fatigue.  Finally, we will describe some of the difficulties in conducting research, constructing program evaluations and data gathering in a post-disaster school setting

**Learning Objectives:**

1. Present current research base and clinical practice of treatments and intervention components that are effective for different symptoms of ASD.
2. Describe principles of therapeutic change in utilizing CBT for individuals with ASD and implications for dissemination
3. Discuss which components (knowledge based or processes based interventions) are most responsible for change for specific ASD symptoms