

March 24, 2015

.....
CSMH NEWS AND RESOURCES
.....

Register for the 20th Annual Conference on Advancing School Mental Health

Registration is now open for the 20th Annual Conference on Advancing School Mental Health. The annual conference offers attendees an opportunity to advance knowledge and skills related to school mental health practice, research, training, and policy. The conference emphasizes a shared school-family-community agenda to bring high quality and evidence-based mental health promotion, prevention, and intervention to students and families.

The keynote speakers are:

Dr. Steven W. Evans is a clinical psychologist and Professor of psychology at Ohio University, where he also serves as the Co-Director of the Center for Intervention Research in Schools. His work has focused on the development and evaluation of effective school-based interventions for students with ADHD and related problems. Dr. Evans' research background is enriched by his practical and experienced perspective as a former special education teacher. Dr. Evans has edited two school mental health books, published over 50 articles and book chapters and is the editor of the peer-reviewed journal [School Mental Health](#), published by Springer.

Dr. Cecile Guin is the director of the Office of Social Service Research and Development at Louisiana State University School of Social Work, where she also serves as the funding consultant and Associate Professor of Research. Dr. Guin develops programs and seeks funding aimed at mitigating the risks for delinquency, crime, and other negative outcomes faced by many children and youth in Louisiana and nationwide. Additionally, she has become an expert in truancy and death penalty mitigation and is court qualified in the areas of adult criminality, development of a criminal personality, juvenile delinquency social work and cultural poverty. Dr. Guin is the lead author for the recent publication: *Health Care and Disaster Planning: Understanding the Impact of Disasters on the Medical Community*.

There will be:

- 13 Specialty Tracks
- Over 100 Sessions
- Intensive Trainings
- Symposia
- Advanced Practice Skills
- Plenary Panel
- Poster Sessions
- Exhibits
- Evening Reception
- Networking Opportunities

The intended audience for the conference includes clinicians, educators, administrators, youth and family members, researchers, primary care providers, policy-makers, advocates, and other youth-serving professionals.

Click on the URL and receive the Early Bird Conference Rate:

<https://ww2.eventrebels.com/er/Registration/StepRegInfo.jsp?ActivityID=12370&StepNumber=1>

Apply for the Typical or Troubled? Grant Program

One week left to apply for a grant to implement the Typical or Troubled?® School Mental Health Education program, sponsored by the American Psychiatric Foundation

Web Address: (<http://www.americanpsychiatricfoundation.org/what-we-do/public-education/typical-or-troubled/how-to-implement-the-program/grant-program>)

APPLICATION DEADLINE: March 31, 2015

Call for Papers: 9th World Congress on the Promotion of Mental Health and the Prevention of Mental and Behavioural Disorders

"Global Knowledge for Local Change"

There's still time to submit your work to this international conference held in Columbia, South Carolina September 9 - 11, 2015. For more information please visit

www.mhworldcongress2015.org

SUBMISSION DEADLINE: April 19, 2015

Submit Online to the Advances in School Mental Health Promotion Journal

Advances in School Mental Health Promotion (ASMHP) is essential reading for those with a clinical, professional, academic or personal interest in promoting mental health in schools. This journal serves to emphasize the interconnected nature of research, policy, training and practice and the opportunities to make progress in all these areas through global dialogue, collaboration and action. This peer-reviewed international journal publishes research by, and of relevance to all those working in this field including administrators, advocates, counselors, health care providers, policy makers, psychiatrists, psychologists, social workers, school principals, sociologists, teachers, youth and families. As of January 2014, *Advances in School Mental Health Promotion* has moved to ScholarOne submission which allows authors to submit their papers online. To submit to the journal <http://mc.manuscriptcentral.com/rasm>

For more information about the journal or to subscribe

<http://www.tandfonline.com/toc/rasm20/current#.Ujs-ExYSORs>

Stay Connected

The CSMH is on Facebook and Twitter to disseminate information and resources, and to engage in discussions with colleagues. Please become a fan and like our Facebook page!

<http://www.facebook.com/pages/Center-for-School-Mental-Health/193690780654894>
and follow us on Twitter @CSMH1.

CURRENT EVENTS AND OPPORTUNITIES

Conferences

33rd Annual Protecting our Children National American Indian Conference on Child Abuse and Neglect

Portland, Oregon, United States
April 19 – 22, 2015
www.nicwa.org/conference

MACMH's 19th Annual Child & Adolescent Mental Health Conference

DECC – Duluth, Minnesota, United States
April 26 – 28, 2015
<http://www.macmh.org/event-page/annual-child-adolescent-mental-health-conference/2015-conference-information/>

9th World Congress on the Promotion of Mental Health and the Prevention of Mental and Behavioural Disorders

“Global Knowledge for Local Change”
Columbia, South Carolina, United States
September 9 - 11, 2015
www.mhworldcongress2015.org

3rd International Conference on Youth Mental Health

“Transformations: Next Generation Youth Mental Health”
Montreal, Quebec, Canada
October 8 – 10, 2015
www.iaymh2015.com

NEW LITERATURE AND RESOURCES

Reports

Making the Connection: Physical Activity and Positive Youth Development

The Leadership for Healthy Communities issued the brief *Making the Connection: Physical Activity and Positive Youth Development*. This brief describes the importance of youth recreation programs for physical health, academic performance, and social-emotional development, and includes general research findings as well as specific program outcomes. There is a need to increase access to quality, organized, after-school programs, particularly for low-income populations. Federal, state, local, and school-based policy recommendations are also provided. <http://www.leadershipforhealthycommunities.org/resource/making-the-connection-physical-activity-and-positive-youth-development/>

A Blueprint for Early Care and Education Quality Improvement Initiatives: Final Report

Child Trends published *A Blueprint for Early Care and Education Quality Improvement Initiatives: Final Report*. This report discusses effective quality improvement (QI) initiatives in early care and education. Drawing from research, this report provides a blueprint for quality improvement practices and considerations, including QI foundational elements, implementation efforts, and activities for early care and education organizations. The blueprint provides guiding questions for planning and designing QI initiatives along these important dimensions. <http://www.childtrends.org/?publications=a-blueprint-for-early-care-and-education-quality-improvement-initiatives-final-report>

Child Maltreatment 2013

The U.S. Department of Health and Human Services Administration for Children and Families (ACF) published the most recent report, *Child Maltreatment 2013*, which compiles state-level statistics and reporting information for abused and neglected children during 2013. This report provides details on the rates of reporting to Child Protective Services (CPS) and responses, characteristics of child victims, rates of child fatalities, characteristics of perpetrators, and types and rates of services received. A number of resources are provided to support community and state capacity building of prevention and intervention services. <http://www.acf.hhs.gov/programs/cb/resource/child-maltreatment-2013>

Measuring Access to Opportunity in the United States

The Annie E. Casey Foundation issued this brief, *Measuring Access to Opportunity in the United States*, which provides a snapshot of children living in poverty in the U.S. This brief describes a new measure of poverty as well as the impact of major interventions for poverty for children. The percentages of children living in poverty as well as the percentages of children receiving interventions are provided for each state. Recommendations for programs and policies to support children and families living in poverty are also included. <http://www.aecf.org/resources/measuring-access-to-opportunity-in-the-united-states/>

Ending Child Poverty Now—Children’s Defense Fund

The United States has the second highest child poverty rate among 35 industrialized countries despite having the largest economy in the world. This report shows that by investing an additional 2 percent of the federal budget into existing programs and policies that increase employment, make work pay, and ensure children's basic needs are met, the nation could:

- Reduce child poverty 60 percent — lifting 6.6 million children, 0.5 million of them extremely poor, above the poverty line.
- Improve the economic circumstances of another 4 million poor children, although not enough to lift them above the poverty line.
- Reduce child poverty among children under 3 by 64 percent.
- Reduce poverty among Black children, who suffer the highest child poverty rates, 72 percent.
- Reduce poverty among single-parent households 64 percent.
- Reduce poverty among children in non-metropolitan areas 68 percent.

In all, 97 percent of poor children would experience improvements in their family's economic circumstances.

<http://www.childrensdefense.org/library/PovertyReport/EndingChildPovertyNow.html#sthash.Kb5qawAb.dpuf>

The War on Poverty: 50 Years Later—A House Budget Committee Report

There are many reasons why poverty persists to such a wide extent today. Changes in family structure, changes in labor-market opportunities, and changes in broader demographics are a major part of the answer. But federal policies also have contributed. To promote work and improve upward mobility, then, the first step is to review what the federal government is doing now—so policymakers can determine what it can do better. This report catalogues the most significant federal programs and tax provisions that try to reduce poverty or to increase upward mobility. Over the past year, the staff of the House Budget Committee has identified over 90 such programs, ranging from nutrition assistance to job training. To inform the public debate, this report reviews the causes of poverty, the history of antipoverty efforts, federal programs' effect on labor-force participation, and the current status of these programs today.

http://budget.house.gov/uploadedfiles/war_on_poverty.pdf

Resources

Implementation Science Resource Database for Trauma

The National Center for Social Work Trauma Education and Workforce Development recently added an implementation science resource database to its website. Users can search for current (though 2014) journal articles, books, reports and websites for information on resources related to implementation of evidence-based interventions for children. Resources range from specific treatments for childhood trauma, to broader information on implementation theory, research methodologies, and evaluation instruments. To access to website:

<http://www.ncswtraumaed.org/resources/implementation-science-resources>

Connecticut's School-Based Diversion Initiative

As a response to a growing concern regarding the occurrence of youth arrests in schools in Connecticut and nationwide, schools are being urged to address the mental health concerns of students as an alternative to arrest, suspension and expulsion. Connecticut's School-Based Diversion Initiative (SDBI) was highlighted, as it increases access for students and families to behavioral health prevention and treatment services in the school and community. The school-level initiative also engages school staff and resources through consultation, training, and capacity building activities. Learn more about SDBI model through video or download the toolkit here:

<http://www.ctsbdi.org/>

Homelessness in Transgender Youth

The Center for American Progress released a new report that compiles the existing research to provide an overview of the demographics and experiences of homeless transgender youth, and the root causes contributing to homelessness among this population. They also provide recommendations for policymakers to meet the needs of transgender youth experiencing homelessness (e.g., providing resources for housing, education and employment; reducing barriers to services; expanding data-collection to include gender identity). Access the report here:

<https://cdn.americanprogress.org/wp-content/uploads/2015/02/TransgenderHomeless-report2.pdf>

Journal Articles

Exploring the impact of a pre-service interprofessional educational intervention for school mental health trainees

Authors: Aidyn L. Iachini, Mary Ellen Warren, Joni W. Splett, Melissa W. George, Leslie K. Taylor, & Mark D. Weist

Journal: School Mental Health

Year: 2015

Abstract/Summary: With collaborative interprofessional teams integral to **school mental health** (SMH) service delivery, pre-service educational strategies are needed to promote interprofessional collaboration among SMH trainees. The current study evaluated the effectiveness, feasibility, and acceptability of a pre-service, interprofessional SMH educational intervention focused on promoting the cross-disciplinary competencies essential for SMH practice. Eight SMH trainees participated in the study. Using a mixed-method design, quantitative pre/post competency data were collected via trainee self-report. Qualitative data were collected through a focus group and reflection journals. Results indicate that the intervention promoted competency in all areas, with significant growth in the provision of learning supports to youth. Key factors influencing intervention feasibility included time/scheduling, changing **school** team composition, and project coordination. Trainees' perceptions of the educational intervention were related to buy-in, clinical experience, and role flexibility. Implications for the design of pre-service interprofessional SMH education strategies are discussed.

Evidence-Based Psychosocial Treatments for Self-Injurious Thoughts and Behaviors in Youth

Authors: Catherine R. Glenn, Joseph C. Franklin, & Matthew K. Nock

Journal: Journal of Clinical Child & Adolescent Psychology

Year: 2015

Abstract/Summary: The purpose of this study was to review the current evidence base of psychosocial treatments for suicidal and nonsuicidal self-injurious thoughts and behaviors (SITBs) in youth. We reviewed major scientific databases (HealthSTAR, MEDLine, PsycINFO, PubMed) for relevant studies published prior to June 2013. The search identified 29 studies examining interventions for suicidal or nonsuicidal SITBs in children or adolescents. No interventions currently meet the *Journal of Clinical Child and Adolescent Psychology* standards for Level 1: *well-established* treatments. Six treatment categories were classified as Level 2: *probably efficacious* or Level 3: *possibly efficacious* for reducing SITBs in youth. These treatments came from a variety of theoretical orientations, including cognitive-behavioral, family, interpersonal, and psychodynamic theories. Common elements across efficacious treatments included family skills training (e.g., family communication and problem solving), parent education and training (e.g., monitoring and contingency management), and individual skills training (e.g., emotion regulation and problem solving). Several treatments have shown potential promise for reducing SITBs in children and adolescents. However, the probably/possibly efficacious treatments identified each have evidence from only a single randomized controlled trial. Future research should focus on replicating studies of promising treatments, identifying active treatment ingredients, examining mediators and moderators of treatment effects, and developing brief interventions for high-risk periods (e.g., following hospital discharge).

Promoting Adolescent Behavioral Adjustment in Violent Neighborhoods: Supportive Families Can Make a Difference!

Authors: Lorraine M. McKelvey, Nicola A. Connors-Burrow, Glenn R. Mesman, Joy R. Pemberton & Patrick H. Casey

Journal: Journal of Clinical Child & Adolescent Psychology

Year: 2015

Abstract/Summary: This study examined the moderating effects of family cohesion on the relationship between community violence and child internalizing and externalizing problems at age 18. The study sample consisted of 728 children and families who were part of the Infant Health and Development Program, an intervention study for low-birthweight, preterm infants. Six of eight sites in the Infant Health and Development Program were in large metropolitan areas; two served rural and urban areas. About half of the sample was African American. Research teams collected data from caregivers multiple times in the first 3 years of the target child's life, and at 4, 5, 6½, 8, and 18 years. Caregivers reported on community violence, neighborhood problems with (a) drug users/sellers; (b) delinquent gangs; and (c) crime, assaults, and burglaries reports when children were 4, 5, and 8 years of age. Family cohesion was assessed twice, at ages 6½ and 8 years, using caregiver reports on the Family Environment Scale. Adolescent self-report of Internalizing and Externalizing Behavior Problems at age 18 were assessed using the Behavior Problems Index. In this study, the association between adolescent psychosocial outcomes and community violence were moderated by family cohesion and gender such that being in a *highly cohesive* family as a child protected male children from the negative

effects of community violence. Findings demonstrate the long-term protective effects of family cohesion on child behavioral development for male children but suggest a need to examine additional supports for females exposed to community violence during childhood.

Evidence-Based Assessment in School Mental Health

Authors: Elizabeth H. Connors, Perna Arora, Latisha Curtis, Sharon H. Stephan

Journal: Cognitive and Behavioral Practice

Year: 2015

Abstract/Summary: Although best practice for children's mental health services emphasizes ongoing assessment and monitoring of clinical progress, community based clinicians inconsistently implement assessment as part of clinical care due to a variety of practical barriers. The current study explores which factors may be related to the use and function of evidence-based assessment (EBA) in real-world, clinical settings, particularly school mental health (SMH). Mixed methodologies surveying a national sample of SMH clinicians and interviewing clinicians and program managers were used to explore current assessment practices, including use of specific tools and barriers, facilitators and attitudes toward EBA. Results indicate that clinician level of experience is negatively related to overall attitudes toward EBA, particularly openness. The most commonly-reported barriers to using assessments were difficulty reaching parents, respondents not understanding items, and clinicians not having access to measures they like or need. Also, supervision, when received, does not often include EBA. Academic indicators were more regularly collected than any of the 18 clinical assessment tools queried. Qualitative themes including barriers and facilitators to conducting EBA, specific measures' weaknesses and strengths, strategies to increase response rates and regular administration, and program management considerations regarding EBA implementation provide supporting details to these results. Implications for ongoing quality improvement efforts by program managers and clinicians related to the feasible implementation of EBA in school mental health settings are discussed.

Mental Health Service Use in Schools and Non-school-Based Outpatient Settings: Comparing Predictors of Service Use

Authors: David A. Langer, Jeffrey J. Wood, Patricia A. Wood, Ann F. Garland, John Landsverk, & Richard L. Hough

Journal/Source: School Mental Health

Year: 2015

Abstract/Summary: Researchers have consistently documented a gap between the large number of US youth meeting criteria for a mental health disorder with significant associated impairment, and the comparatively few youth receiving services. School-based mental health care may address the need-services gap by offering services more equitably to youth in need, irrespective of family economic resources, availability of transportation, and other factors that can impede access to community clinics. However, diagnoses alone do not fully capture the severity of an individual's mental health status and need for services. Studying service use only in relation to diagnoses may restrict our understanding of the degree to which service use is reflective of service need, and inhibit our ability to compare school and non-school-based outpatient settings on their responsiveness to service need. The present study evaluated predictors of mental health service use in school- and community-based settings for youth who had an active case in one of two public sectors of care, comparing empirically derived dimensional measurements of youth

mental health service need and impairment ratings against non-need variables (e.g., ethnicity, income). Three dimensions of youth mental health service need were identified. Mental health service need and non-need variables each played a significant predictive role. Parent-rated impairment was the strongest need-based predictor of service use across settings. The impact of non-need variables varied by service setting, with parental income having a particularly noticeable effect on school-based services. Across time, preceding service use and impairment each significantly predicted future service use.

POLICY ANNOUNCEMENTS

Supporting Emotional Learning Act (HR 4509)

Rep. Susan Davis (D-California), recently proposed a congressional bill that could help teachers obtain federal funding for training in social and emotional learning programs. The Supporting Emotional Learning (SEL) Act would amend the Higher Education Act to support teacher training in SEL to help young people better handle societal issues thus boosting their academic potential. Social and emotional learning (SEL) teaches children important social skills, empathy, self-control, decision-making, problem-solving, and other learning-related skills. Davis' bill would amend the Higher Education Act to allow federal grants to be used for SEL programs, and would allow teachers to use federal grants to pay for materials and other professional development costs associated with SEL training.

<https://www.govtrack.us/congress/bills/113/hr4509>

Human Trafficking Bills: (S. 178 & S. 166)

On February 26, the Senate Judiciary Committee approved the Justice for Victims of Trafficking Act (S. 178) and the Stop Exploitation through Trafficking Act (S. 166). The Justice for Victims of Trafficking Act, sponsored by Sen. John Cornyn (R-TX) would authorize \$7 million annually for a newly established Domestic Trafficking Victims Fund. The fund would support programs to enhance victims' services provided under the Trafficking Victims Protection Act (P.L. 106-386), and would allocate at least \$2 million for services for victims of child pornography. The Stop Exploitation through Trafficking Act provides incentives to states and jurisdictions that have laws in place that treat minors who engaged in commercial sex acts as victims of severe forms of trafficking. This measure would also establish a national human trafficking hotline and fund additional integration of federal, state, and local law enforcement efforts to investigate and prosecute human trafficking cases.

S. 178: <https://www.congress.gov/bill/114th-congress/senate-bill/178/text>

S. 166: <https://www.congress.gov/bill/114th-congress/senate-bill/166/text>

Teach Safe Relationships Act of 2015 (S. 355)

Senators Tim Kaine and Claire McCaskill recently introduced the Teach Safe Relationships Act of 2015. This bill would amend the Elementary and Secondary Schools Act to expand comprehensive health education to include "safe relationship behavior" education. The bill would also authorize a grant program to enable secondary schools to educate staff and administration about providing age appropriate educational curricula for students regarding safe

relationship behavior. The Teach Safe Relationships Act builds upon the work done in the Violence Against Women Reauthorization Act to develop and implement prevention and intervention policies in middle and high schools focused on domestic violence, dating violence, sexual assault, stalking, and sex trafficking. Currently there is no federal requirement that sex education courses cover topics like sexual assault prevention and discussions about communication in safe relationships.

<https://www.govtrack.us/congress/bills/114/s355/text>

Student Non-Discrimination Act (S. 439 & HR 846)

Senators Al Franken (D-MN) and Jared Polis (D-CO) reintroduced legislation that would prohibit discrimination against LGBT youth, including bullying and other forms of harassment, in public schools. While federal civil rights statutes clearly address discrimination on the basis of race, color, sex, religion, disability, and national origin, they do not explicitly include sexual orientation or gender identity. As a result, LGBT students and parents have limited legal recourse for this kind of discrimination. The proposed legislation provides a federal prohibition against discrimination against LGBT students in public schools. It forbids schools from discriminating based on sexual orientation and gender identity and prohibits them from ignoring harassing behavior. Under the SNDA, if a school didn't adequately address anti-LGBT bullying, or if a faculty member treated students unfairly based on sexual orientation or gender identity, affected students would have legal standing to sue and the school could lose federal funding.

S. 439: <https://www.congress.gov/bill/114th-congress/senate-bill/439/all-info>

HR 846: <https://www.congress.gov/bill/114th-congress/house-bill/846/text>

RESEARCH and GRANT OPPORTUNITIES

Announcement

Cooperative Agreements for Expansion and Sustainability of the Comprehensive Community Mental Health Services for Children with Serious Emotional Disturbances

The purpose of this program is to improve mental health outcomes for children and youth (birth to 21 years of age) with serious emotional disturbances (SED) and their families. This program will support the wide scale operation, expansion and integration of the system of care (SOC) approach by creating sustainable infrastructure and services that are required as part of the Comprehensive Community Mental Health Services for Children with Serious Emotional Disturbances (also known as the Children's Mental Health Initiative or CMHI).

<http://www.samhsa.gov/grants/grant-announcements/sm-15-009>

American Educational Research Association (AERA) Research Grants

These grants support postdoctoral scholars conducting research on policy-related materials. The amount of the award is up to \$20,000 for one year projects and up to \$35,000 for two-year projects. Proposals for Research and Dissertation Grants and AERA and Research Fellowships will be reviewed three times a year, in Fall, Winter, and Spring.

<http://www.apa.org/about/awards/aera-research.aspx>

“Now is the Time” Project AWARE-Community Grants

The Substance Abuse and Mental Health Services Administration, Center for Mental Health Services, is accepting applications for fiscal year (FY) 2015 “Now is the Time” Project AWARE-Community (Short Title: NITT-AWARE-C) grants. The purpose of this program is to support the training of teachers and a broad array of actors who interact with youth through their programs at the community level, including parents, law enforcement, faith-based leaders, and other adults, in Mental Health First Aid (MHFA) or Youth Mental Health First Aid (YMHFA). Implementation of the NITT-AWARE-C program is expected to increase the mental health literacy among youth-serving adults, policy-makers, and administrators of programs serving youth.

<http://www.samhsa.gov/grants/grant-announcements/sm-15-012>

IN THE NEWS

Privacy Pitfalls as Education Apps Spread Haphazardly

The New York Times reports that new digital learning tools have enabled educators nationwide to experiment with novel “adaptive learning” products, including math and foreign language apps that record and analyze students’ online activities to personalize their lessons. However, these new digital tools have also left school district technology directors scrambling to keep track of which companies are collecting students’ information and how that information is being used. Some legal scholars contend that the practice of signing up teachers directly — rather than their school districts — skirts federal privacy laws. In fact, some districts have experienced data breaches with software they purchased from vendors; in a few cases, student records have also been publicly posted on the Internet. Yet, guarding against the potential privacy pitfalls related to using education apps is a herculean endeavor and for now school districts across the country are confronting these challenges and devising solutions on their own.

http://www.nytimes.com/2015/03/12/technology/learning-apps-outstrip-school-oversight-and-student-privacy-is-among-the-risks.html?smid=tw-nytimes&_r=1

Charters Outpacing District Schools in Many Urban Areas

An article in Education Week reports on a study by Stanford University’s Center for Research on Education Outcomes that found that urban charter schools are significantly out-performing their district counterparts nationally in both reading and math. The Urban Charter School Study covered 41 urban communities in 22 states, which were chosen on the basis of a set of criteria. The study found that the typical student in an urban charter school receives the equivalent of 40 additional days of learning growth in math and 28 days of additional growth in reading compared to their matched peers in traditional public schools. The results were found to be positive for nearly all student subgroups, but especially strong for students who are minority and in poverty, which make up a significant portion of the urban student population.

http://blogs.edweek.org/edweek/inside-school-research/2015/03/most_urban_charters_outpacing_.html

Study Finds Teen Marijuana Smokers Have More Memory Damage

Time Magazine reports on a study published in the journal *Hippocampus* that found smoking marijuana as a teenager can harm long-term memory. Researchers at Northwestern University Feinberg School of Medicine examined 97 young adults and found that those who smoked marijuana every day for about three years performed worse on long-term memory assessments. The study focused on the brains of young adults who were teenagers when they began abusing cannabis. The researchers found that young adults in their 20s who were heavy marijuana smokers in their teenage years scored 18% worse on long-term memory tests that assessed their ability to code, file and recall memories, compared to young adults who had never smoked marijuana. Also, the longer the person's history of marijuana use, the more the shape of their hippocampus looked altered based on MRI examination. Although, the study is preliminary and has a number of limitations including a small sample size and a cross-sectional design, researchers contend that the study suggests smoking marijuana as a teen may not be benign for the developing brain.

<http://time.com/3741267/teen-marijuana-memory/>

Nearly 25% of Homeless Children Need Mental Health Services

An article in the Medical Daily reports on a study in *Early Childhood Education Journal* that found that nearly 25 percent of homeless children exposed to domestic or neighborhood violence, chronic poverty, and inadequate health care need mental health services. The study examined 328 children aged 2 months to 6 years from CATCH, a project funded by the Salvation Army that works with homeless families in 11 shelters throughout Wake County, N.C. Through CATCH, every child who enters a shelter is screened to measure development and social-emotional functioning. Researchers found that 25 percent of the kids needed mental health services, compared to 10 to 14 percent of children about the same age in the general population. They also found these kids performed below average in language and academic skills.

http://www.medicaldaily.com/homeless-childrens-stress-taking-its-toll-25-need-mental-health-services322674?utm_content=buffer1c6bc&utm_medium=social&utm_source=twitter.com&utm_campaign=buffer

The CSMH is on Facebook and Twitter to disseminate information and resources, and to engage in discussions with colleagues. Please become a fan and like our Facebook page!
<http://www.facebook.com/pages/Center-for-School-Mental-Health/193690780654894>
and follow us on Twitter @CSMH1.

Please feel free to share this announcement with others who are interested in school mental health research, training, policy, and/or practice. These announcements are archived on the CSMH website at <http://csmh.umaryland.edu/resources/CSMH/Archived%20Listserv>

**To sign up for the CSMH listserv please send an email to sympa@lists.umaryland.edu. In the subject line write the following csmh insert your email address insert your last name insert your*

first name. *Please leave the message blank. You will receive an email that you have been subscribed to the listserv.*

To be removed from the CSMH listserv please send an email to sympa@lists.umaryland.edu and write in the subject line the following **unsubscribe csmh. Please leave the message blank. You will receive an email to confirm that you have been unsubscribed from the listserv.*

University of Maryland School of Medicine, Department of Psychiatry Confidentiality Notice: This email message, including any attachments, is for the sole use of the intended recipient(s) and may contain confidential and privileged information. Any unauthorized use, disclosure or distribution is prohibited. If you are not the intended recipient, please contact the sender by reply email and destroy all copies of the original message