

*March 10, 2014*

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**CURRENT EVENTS AND OPPORTUNITIES**  
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***The South Carolina First Annual School Behavioral Health Conference***

The South Carolina First Annual School Behavioral Health Conference will be held on **April 24, 2014** at the Medallion Conference Center in Columbia, SC. This conference is an opportunity for representatives from schools and youth serving agencies in South Carolina to network, collaborate and learn new strategies to improve school behavioral health outcomes for children and families.

<https://www.regonline.com/register/checkin.aspx?eventid=1438770&ResponseMemberId=6uUrks1ltvJ6v4lG5K89zw==&jID=1383463>

***Family and Community Violence Conference Registration Open***

The American Psychological Association and the American Bar Association are co-sponsoring the national conference, **Confronting Family and Community Violence: The Intersection of Law and Psychology**, on **May 13, 2014, in Washington, DC**. Nearly 40 plenary and invited workshop sessions will focus on issues relating to the exposure of children, youth, and families to violence in and around their homes, communities, and in society. Attorney General Eric Holder will be a keynote speaker.

For more information about this conference:

<http://www.apa.org/about/offices/ogc/apa-aba/conference-agenda.aspx>

To register: <https://cyberstore1.apa.org/cyb/cli/casinterface1/apaaba/index.cfm>

***2014 Georgetown University Training Institutes on Systems of Care***

Georgetown University's National Technical Assistance Center for Children's Mental Health is hosting the 2014 Training Institutes on **July 16- 20, 2014** at the Gaylord National Resort and Convention Center in Washington D.C. This year's theme is *Improving Children's Mental Health Care in an Era of Change, Challenge, and Innovation: The Role of the System of Care Approach*. This training is designed for diverse participants across child-serving systems, and those concerned with improving care for children and families. Sessions will focus on issues facing all partner child-serving agencies, including mental health, child welfare, juvenile justice, education, substance abuse, primary care, early care and education, and systems for transition-age youth and young adults. <http://gucchdtacenter.georgetown.edu/TrainingInstitutes.html>

***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>

## ***Upcoming Webinars***

### ***Youth and Family Involvement***

The National Coordinating Committee on School Health and Safety (NCCSHS) is hosting a virtual chat on youth and family involvement on **Tuesday March 11 at 3:00 pm ET**. The chat will feature Joy Spencer and Marie Niarhos of the National Federation of Families for Children's Mental Health. Ms. Spencer and Ms. Niarhos will lead a discussion on youth and family involvement and how organizations can effectively partner with youth and families. The chat is co-sponsored by the American Occupational Therapy Association (AOTA) and the Center for School Mental Health at the University of Maryland School of Medicine. To join the chat [www.talkshoe.com/tc/73733](http://www.talkshoe.com/tc/73733)

### ***Creating Compassionate, Trauma Informed Schools to Foster Resilience***

The Substance Abuse and Mental Health Services Administration is sponsoring a free webinar, ***Creating Compassionate, Trauma Informed Schools to Foster Resilience, on Tuesday March 25 from 2:00-3:30 Eastern Time***. Over the past two decades, there has been a growing understanding of the negative impact that adverse childhood experiences can have on individuals in a wide range of areas including health, behavioral health, academic performance, and social functioning. Schools across Washington State, in recognition of the detrimental impact of trauma on young people, are taking steps to address this issue. Ron Hertel (Program Supervisor, Student Health and Wellbeing/ Compassionate Schools, Office of Superintendent of Public Instruction, Washington State) and Mary Wilson, Ed.D (Principal, Manitou Park Elementary School, Tacoma, WA) will discuss the Compassionate/Trauma Informed School Initiative underway in Washington and how it fosters a systemic approach to developing strategies and infrastructure that support at-risk students and their families. These schools are providing professional development for their staff to provide meaningful support for struggling students, and they are partnering with community stakeholders, families, and students to mitigate the negative effects of trauma and improve academic performance. This Initiative pays close attention to the development and improvement of a positive climate and culture within each school in order to achieve an optimal learning environment for all students. The presentation will address the ways in which trauma-informed schools support children in being resilient, self-regulated, and appropriately relational with adults and peers, as well as supporting executive

functioning, physical and emotional health, academic achievement, and the necessary skills for a successful life.

Registration is required:

[https://nasmhpd.memberclicks.net/index.php?option=com\\_mc&view=mc&mcid=form\\_160724](https://nasmhpd.memberclicks.net/index.php?option=com_mc&view=mc&mcid=form_160724)

### ***Stay Connected***

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**<http://www.facebook.com/pages/Center-for-School-Mental-Health/193690780654894>**

**and follow us on Twitter @CSMH1.**

## **POLICY ANNOUNCEMENTS**

### ***President Obama's FY 2015 Budget***

The President's budget proposal for 2015 includes boosts in healthcare funding, with particular focus on expanding the healthcare workforce and team-based approaches to care. The budget allocates \$5.23 billion over 10 years to train 13,000 primary care residents in high-need communities, extends higher payments to Medicaid providers (approximately \$5.44 billion), and proposes to address the shortage of mental health providers by creating residencies for psychiatrists, psychiatric nurse practitioners, and other mental health providers.

<http://www.usatoday.com/story/news/nation/2014/02/27/new-budget-proposes-record-funding-for-new-doctors/5836317/>

### ***American Health Counselors Association Report on Medicaid Expansion***

The American Mental Health Counselors Association report, *Dashed Hopes; Broken Promises; More Despair: How the Lack of State Participation in Medicaid Expansion Will Punish Americans with Mental Illness*, on Medicaid expansion paints a bleak picture for individuals with mental illness in states where expansion will not occur. Under the Affordable Care Act (ACA), Medicaid Expansion was one of the tools designed to increase coverage for uninsured individuals; however, 25 states have declined to participate in the program. The report indicates that nearly 4 million uninsured Americans are eligible for services in the 25 states declining to participate, which is 55% of all uninsured people with a major mental health disorder.

[http://www.amhca.org/assets/content/AMHCA\\_DashedHopes\\_Report\\_2\\_21\\_14\\_final.pdf](http://www.amhca.org/assets/content/AMHCA_DashedHopes_Report_2_21_14_final.pdf)

## **RESEARCH and GRANT OPPORTUNITIES**

### ***Research on the Parent-Teacher Relationship***

The Center for Intervention in Schools (CIRS) at Ohio University is conducting an online paid research survey. Primary general education teachers (grades Pre-K through 6th) are invited to complete a 30-40 minute survey about themselves, and two parents of children in their classroom (parents will not be asked to participate in the study). Teachers will be paid \$15 for completing the online survey. This research project is intended to create a reliable and valid measure of components of the parent-teacher relationship. The hope is that this measure will help shed light on relevant components of this relationship that contribute to successful family-school partnerships as well as children's school success. If you are interested in learning more about this survey or participating in this research project please contact Anne Dawson, [ad367311@ohio.edu](mailto:ad367311@ohio.edu).

## ***Grant Opportunities***

### ***Typical or Troubled?® School Mental Health Education Program***

Sponsored by the **American Psychiatric Foundation (APF)**, *Typical or Troubled?®* is a school mental health education program designed to educate teachers and other school staff on: the warning signs of emotional and behavioral health issues in teens; how to talk to students who may be experiencing problems and engage family members; and help connect students to appropriate resources within the school or community. To date, the program has been implemented in 35 states, educated more than 60,000 educators and other school personnel, reached over 2,000 schools and districts that connect with over a million students. Importantly, the program has resulted in critical interventions with students in need, ignited positive dialogue and collaboration among the school community, and resulted in establishing or improving referral systems and connections to treatment and services. The grant program provides grant funds, innovative educational materials, brochures, evaluation tools, technical assistance, and connections with many of your colleagues across the nation.

The program materials are in English and Spanish language. The Spanish version of *Typical or Troubled?®* program called *Típico o Problemático?®* is a culturally competent adolescent mental health education program designed primarily for Latino parents but can also be used with school staff in predominately Hispanic school communities. The program is similar to the *Typical or Troubled?®* program. It was revised and developed with the input of Hispanic families and students, teachers, school administrators, counselors, school social workers, psychologists, psychiatrists, and community organizations. The result: a variety of culturally relevant educational tools – presentations, scripted notes, facts and figures, role playing exercises, handouts and brochures – that encourage learning and dialogue with parents about their teen's mental health and how to support their mental health and emotional well-being.

**There are two grant opportunities:**

#### **Standard Grant**

You are eligible to apply for the Standard Grant to implement the *Typical or Troubled?®* program if you work in 2-10 middle or high schools. Grant awards are between \$1,000 and \$2,000 depending on the number of schools.

## **Innovation Grant**

APF is providing a *new opportunity* for our “veterans” (i.e., those who have successfully implemented the *Typical or Troubled?*® program at least two times already over two school calendar years). This Innovation Grant provides school sites the opportunity to dream up, create and implement an innovative tool or educational information where there is a need that would enhance the effectiveness and outreach of the current *Typical or Troubled?*® program information on student mental health. Five grants between \$2,500 - \$5,000 will be awarded. This is a new limited grant opportunity ONLY available to sites that meet the application criteria.

**Deadline for all grant applications is March 31, 2014.**

**For information about eligibility, the grant applications, and other information**

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

## **NEW LITERATURE AND RESOURCES**

### ***Guide for working with LGBT youth***

SAMHSA's new resource guide, *A Practitioner's Resource Guide: Helping Families to Support Their LGBT Children*, was developed to help practitioners who work in a wide range of settings understand the critical role of family acceptance and rejection in contributing to the health and well-being of individuals who identify as Lesbian, Gay, Bisexual and Transgender. The report offers information and resources to help practitioners throughout health and social service systems implement best practices in engaging and helping families and caregivers to support their lesbian, gay, bisexual, and transgender (LGBT) children.

<http://store.samhsa.gov/product/PEP14-LGBTKIDS>

### ***NIDA Substance Disorder Treatment Guide***

The *Principles of Adolescent Substance Use Disorder Treatment: A Research-Based Guide* is a new publication for providers from the National Institute on Drug Abuse (NIDA). The guide presents research-based principles of adolescent substance use disorder treatment; covers treatment for a variety of drugs including, illicit and prescription drugs, alcohol, and tobacco; presents settings and evidence-based approaches unique to treating adolescents.

<http://www.drugabuse.gov/publications/principles-adolescent-substance-use-disorder-treatment-research-based-guide>

### ***Journal Articles***

#### **Special Issue of Journal of Adolescent Health – Teen Pregnancy Prevention**

The Office Adolescent Health (OAH) has released and made available (until 8/19/2014) a special issue of the *Journal of Adolescent Health* focused on OAH's Teen Pregnancy Prevention Programs. The articles in the special issue focus on various aspects of implementation science including assessment, capacity building, fidelity monitoring, replication, and outcome

measurement. Several articles, in particular, address school-based interventions such as teacher training and professional development and another peer-led programming.

<http://www.jahonline.org/content/suppl>

### **Improving the impact of school-based mental health and other supportive programs on students' academic outcomes: how do we get there from here?**

Authors: Michael Pullman, Brian Daly, Mark Sander, & Eric Bruns

Journal: Advances in School Mental Health Promotion

Year: 2014

Abstract: This is the second issue in a two-part special series on evaluating the educational and academic impact of school-based programs that provide non-academic types of support, including mental health, mentoring, and family support. The papers in this series detail challenges and provide insights and practical applications based on theory and empirical research to make strong contributions toward developing, evaluating, and improving academic outcomes. Papers include a comprehensive literature review of randomized controlled studies of mental health treatments that included academic outcomes; a matched comparison group evaluation of an expanded school mental health program; a description of a qualitative process of developing a brief, modularized school-based mental health intervention partially designed to focus on academic outcomes; and a randomized study comparing academic outcomes between students who received one session of motivational interviewing to students who received two sessions paired with weekly graphical feedback on their grade point average.

### **School absenteeism and mental health among sexual minority youth and heterosexual youth**

Authors: Chad Burton, Michael Marsal, & Deena Chisholm

Journal: Journal of School Psychology

Year: 2014

Abstract: Adolescent school absenteeism is associated with negative outcomes such as conduct disorders, substance abuse, and dropping out of school. Mental health factors, such as depression and anxiety, have been found to be associated with increased absenteeism from school. Sexual minority youth (youth who are attracted to the same sex or endorse a gay, lesbian, or bisexual identity) are a group at risk for increased absenteeism due to fear, avoidance, and higher rates of depression and anxiety than their heterosexual peers. The present study used longitudinal data to compare sexual minority youth and heterosexual youth on excused and unexcused absences from school and to evaluate differences in the relations between depression and anxiety symptoms and school absences among sexual minority youth and heterosexual youth. A total of 108 14- to 19-year-old adolescents (71% female and 26% sexual minority) completed self-report measures of excused and unexcused absences and depression and anxiety symptoms. Compared to heterosexual youth, sexual minority youth reported more excused and unexcused absences and more depression and anxiety symptoms. Sexual minority status significantly moderated the effects of depression and anxiety symptoms on unexcused absences such that depression and anxiety symptoms were stronger predictors of unexcused absences for sexual minority youth than for heterosexual youth. The results demonstrate that sexual minority status and mental health are important factors to consider when assessing school absenteeism and when developing interventions to prevent or reduce school absenteeism among adolescents.



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**IN THE NEWS**  
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***Frequent school transitions linked with mental health problems in youth***

This article reports on a study demonstrating that school transitions are associated with increased mental health problems. Children who switched schools more than three times were 60% more likely to have psychosis symptoms at age 12, compared with youth who made fewer school moves up to this age. The results held even when the researchers accounted for other known risk factors of psychosis, such as family instability, being bullied or bullying, maternal mental health problems, and low socioeconomic status.

<http://www.foxnews.com/health/2014/02/24/switching-schools-linked-with-mental-health-problems-in-kids/>

***School-based brain training shown to alleviate ADHD***

The Boston Globe reports on a recent study published by Tufts Medical Center researchers demonstrating the positive effects of neurofeedback, a type of biofeedback, for the alleviation of inattention and hyperactivity symptoms among students with ADHD. Although benefits lasted six months after therapy, the therapy involved 40 sessions for 45 minutes each. Despite limitations, this approach may offer a unique treatment, particularly for parents who are opposed to stimulant medication.

<http://www.bostonglobe.com/lifestyle/health-wellness/2014/02/17/brain-training-school-has-lasting-effect-alleviating-adhd/ZdwuUpkjycA5OBQVvX282K/story.html>

***Doctors train to spot signs of ADHD in children***

The New York Times highlights the reality of pediatricians, as compared to psychiatrists, serving most children with ADHD nationwide. In addition to plans of expanding medical school residency to include a greater focus on mental health concerns, ongoing postgraduate and web-based continuing medical education courses and phone consultation to provide specialize mental health training to MDs who work with children is discussed.

[http://www.nytimes.com/2014/02/19/health/doctors-train-to-evaluate-anxiety-cases-in-children.html?\\_r=1](http://www.nytimes.com/2014/02/19/health/doctors-train-to-evaluate-anxiety-cases-in-children.html?_r=1)

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*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](mailto: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.*

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