

*March 6, 2014*

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**CSMH NEWS AND RESOURCES**

***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>

***Archived Webinar***

***School Mental Health: A Federal Perspective***

The CSMH and the IDEA Partnership presented a webinar, *School Mental Health: A Federal Perspective*, on January 30, 2014. Following the Sandy Hook Elementary School tragedy, the President put forward a number of initiatives aimed at making schools and communities safer and to increase access to mental health services in his plan, *Now is the Time*. As he said, “We won’t be able to stop every violent act, but if there is even one thing we can do to prevent any of these events, we have a deep obligation, all of us, to try.” This webinar provided an overview of federal efforts that have already been put in place, as well as those that have been proposed for the upcoming years. Presenters David Esquith, Director for the Office of Safe and Healthy Students (OSHS) Office of Elementary and Secondary Education (OESE), U.S. Department of Education, and Ingrid Donato, Branch Chief, Mental Health Promotion, Center for Mental Health Services, Substance Abuse and Mental Health Services Administration (SAMHSA), provided participants with information about other existing federal initiatives to prevent youth violence and promote positive student outcomes. Strategies that support students, schools, and communities as well as the importance of cross-system partnerships were highlighted.

The webinar recording is available as well as the powerpoint.  
<http://csmh.umaryland.edu/Resources/ArchivedWebinars/index.html>

***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)

## ***Demystifying the Language in Medicaid***

The IDEA Partnership and the Learning the Language Practice Group of the National Community of Practice on School Mental Health will be hosting a free webinar on **March 10, 2014 at 3:00 pm ET** entitled *Demystifying the Language in Medicaid*.

Rena Steyaert, President Elect of the National Alliance for Medicaid in Education (NAME) and Medicaid School-Based Service Program Officer with the Montana Department of Public Health & Human Services, will be leading the webinar. The goal of the presentation is to help our community understand and access mental health services by simplifying and clarifying Medicaid language, history, and process. The presentation will review terminology and types of reimbursement and include vignettes, audience polling, and sample documents.

### **Instructions for accessing the webinar**

1. The webinar will start promptly at 3:00 PM and end at 4:00 PM Eastern Time. Please enter the Adobe room 5 minutes earlier.
2. To sign into Adobe Connect go to [https://tadnet.adobeconnect.com/\\_a984157034/partnership](https://tadnet.adobeconnect.com/_a984157034/partnership)
  - Click on the link to join the Adobe Connect Meeting
  - Click "Enter as a Guest" and type your full name. Then click "Enter Room"
3. For audio – choose one from 2 options
  - A. Dial-out Option (recommended)**
    - Select the first option “Join Audio Conference” (Dial-out)
    - Enter your phone number with area code (Eg. +1-415-555-1234)
    - Click “Join”
    - Adobe will call you shortly after. This option will help us have enough “space” for more people to join.
    - Make sure your computer speakers are turned off
  - B. Using Microphone Option**
    - Select the third option “Using Microphone”
    - Click “Join”
    - Listen to the audio through your computer speakers
    - You do NOT need a microphone or your telephone for this option.
  - C. All lines will be muted during the webinar.**
  - D. If you have a question during the webinar, please type your question into the chat box on the right side.**

- E. If you have questions or need technical assistance during the webinar, please contact Mironda Shepard [mironda.shepard@nasdse.org](mailto:mironda.shepard@nasdse.org)
- F. The webinar recording will be available on the Sharedwork website <http://www.sharedwork.org/web/school-behavioral-health/home>

**First Time Adobe Connect Attendees – check your computer before the webinar:**

- Please make sure you have prepared your computer to access the meeting through Adobe Connect
- If you have never attended an Adobe Connect meeting before please test your connection by going to [https://tadnet.adobeconnect.com/common/help/en/support/meeting\\_test.htm](https://tadnet.adobeconnect.com/common/help/en/support/meeting_test.htm)
- To get a quick overview of Adobe connect go to:  
[http://www.adobe.com/go/connectpro\\_overview](http://www.adobe.com/go/connectpro_overview)
- If you have any questions before the webinar please contact **Mariola Rosser** [mariola.rosser@nasdse.org](mailto:mariola.rosser@nasdse.org)

***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**

***National School-Based Health Care Awareness Month***

**February** is National School-Based Health Care Awareness Month. Throughout the month of February, the School-Based Health Alliance will feature stories from across the country on how school-based health centers provide vital preventative health care services. [http://www.sbh4all.org/site/c.ckLQKbOVLkK6E/b.8047245/k.9C14/Awareness\\_Month.htm](http://www.sbh4all.org/site/c.ckLQKbOVLkK6E/b.8047245/k.9C14/Awareness_Month.htm)

***SAMHSA Webinar Series on Girls Behavioral Health***

The Substance Abuse and Mental Health Services Administration (SAMHSA) is hosting a six-part series, **Girls Matter!**, that addresses adolescent girls' behavioral health. The webinar series will discuss research, best practice, and critical thinking on topics such as adolescent development, behavioral health challenges, substance use, communication in the digital world, and young women in crisis. The next webinar in this series, **The Girl in the Mirror: Behavior Health for Adolescent Girls**, will be on **Thursday, March 13 at 3:00 PM EST**. The webinar will explore the pressures facing adolescent girls and a continuum of behavioral health problems, coping strategies and resources for girls. Presenters include Stephen Hinshaw, PhD., Wendy Lader, PhD., M.Ed, and Anne Thompson, M.A., MFT. For more information about this series and to register <http://womenandchildren.treatment.org/HERR%20page.asp>

The Depression and Bipolar Support Alliance presents:

## ***Call for Abstracts for ASHA School Health Conference***

The American School Health Association (ASHA) invites you to submit abstracts for the 2014 ASHA School Health Conference, *Building Bridges from Vision to Action: Supporting School Health*. The conference will be held on October 9-11, 2014 at the Hilton Portland and Executive Tower in Portland, OR. **Deadline for abstract submission is on Friday, March 28<sup>th</sup>**.

<https://netforum.avectra.com/eweb/DynamicPage.aspx?Site=ASHA1&WebCode=2014Abstracts>

## ***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>

## **POLICY ANNOUNCEMENTS**

### ***Keeping All Students Safe***

Senator Harkin (D-IA), Chairman of the Committee on Health, Education, Labor, and Pension (HELP), hosted an event to discuss the Committee's investigation into the obstacles faced by parents whose children were secluded or restrained at school. Senator Harkin took the opportunity to reintroduce the *Keeping All Students Safe Act*, which will help to ensure the implementation of positive behavioral interventions in our nation's schools. For more information on the bill and how to lend your support, click on the link below:

<http://keepallstudentsafe.com/>

### ***School Mental Health in the Nation's Capital***

In October 2013, The Congressional Research Institute for Social Work and Policy and the McSilver Institute for Policy and Research hosted a day-long event on Capitol Hill titled Federal Policies Impacting Children's Mental Health Services. Panel presentations included sessions on children's mental health and Medicaid, educating the public about children's mental health, and providing mental health services in schools. **Dr. Nancy Lever, CSMH Co-Director**, facilitated and Dr. Michael Lindsey, CSMH Faculty Affiliate participated on the panel on mental health in schools. A highlight of the day included remarks by Rep. Grace Napolitano (D-CA), Co-Chair, Congressional Mental Health Caucus and Rep. Barbara Lee (CA-13), Chair, Congressional Social Work Caucus, who each spoke about the importance of mental health in schools. For more information

<http://crispinc.org/symposium-takes-hard-look-at-federal-policies-impacting-childrens-mental-health-services/>

Some presentations were recorded and are available to view

Plenary: [https://www.youtube.com/watch?v=qd4i\\_d\\_SlwA&feature=c4-overview&list=UUvaiVVvbWWxr7kZBsXwdnjQ](https://www.youtube.com/watch?v=qd4i_d_SlwA&feature=c4-overview&list=UUvaiVVvbWWxr7kZBsXwdnjQ)

Panel discussion on Medicaid [https://www.youtube.com/watch?v=o5-SW\\_4fmWA](https://www.youtube.com/watch?v=o5-SW_4fmWA)

Panel discussion on schools <https://www.youtube.com/watch?v=iytVfnY6qQ4>

Panel discussion on educating the public <https://www.youtube.com/watch?v=z5-W8xs7NJs>

Barbara Lee <https://www.youtube.com/watch?v=nz10KHpEPzw>

### ***NASP Congressional Briefing on School Safety***

In December 2013, the National Association of School Psychologists (NASP) sponsored a Congressional briefing titled *School Safety: Communities and Schools Working Together*. This briefing included testimony from expert panelists who addressed the importance of physical and psychological safety in schools. In particular, panelists emphasized the need to address student mental health alongside reasonable security measures (e.g locked doors, visitor entrance procedures). They also stressed the importance of prevention. Congressional briefing information and resources are available:

[http://www.nasponline.org/advocacy/congressional-briefing/2013/12/documents/Rethinking\\_School\\_Safety\\_Key\\_Message.pdf](http://www.nasponline.org/advocacy/congressional-briefing/2013/12/documents/Rethinking_School_Safety_Key_Message.pdf)

[http://www.nasponline.org/advocacy/congressional-briefing/2013/12/documents/School\\_Safety\\_Briefing\\_Conolly\\_Wilson.pdf](http://www.nasponline.org/advocacy/congressional-briefing/2013/12/documents/School_Safety_Briefing_Conolly_Wilson.pdf)

<http://www.nasponline.org/advocacy/congressional-briefing/2013/12/index.aspx>

NASP will also hold a National Hill Day during its annual conference in February 2014. For access to their advocacy tools and Hill Day talking points

<http://www.nasponline.org/conventions/2014/events/capitol-hill-visits.aspx>

## **RESEARCH and GRANT OPPORTUNITIES**

### ***Research 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**

### ***Reports***

#### ***SAMHSA Behavioral Health Barometer***

SAMHSA released a report tracking the behavioral health of America. *Behavioral Health Barometer, 2013* provides a state-by-state analysis of national and state level trends in substance use and behavioral health outcomes. To download this report

<http://store.samhsa.gov/product/Behavioral-Health-Barometer-2013/SMA13-4796>

#### ***Gun Violence: Prediction, Prevention, and Policy***

This report, commissioned by the American Psychological Association, addresses the urgent, complex, and multifaceted problem of gun violence. The authors convey research-based analysis and solutions that include youth- and school-specific information.

<http://www.apa.org/pubs/info/reports/gun-violence-report.pdf>

### ***Resources***

#### ***Leading by Convening: A Blueprint for Authentic Engagement***

The IDEA Partnership has created an online book and multiple online resources on building, nurturing, and sustaining effective partnerships among professionals and organizations. The IDEA Partnership is supported by the Office of Special Education Programs and compiles the collaborative work of more than 50 national organizations, technical assistance providers, and organizations and agencies at state and local level. The resources on partnerships reflect the valuable lessons about practice change through partnership that the IDEA Partnership has gleaned from 15 years of work fostering collaborations. The book is available for free online

<http://www.ideapartnership.org/documents/NovUploads/Blueprint%20USB/NASDSE%20Leading%20by%20Convening%20Book.pdf>

Additional online resources can be found at this link:

<http://www.ideapartnership.org/building-connections/the-partnership-way.html>

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### ***Enhanced National CLAS Standards and the Blueprint***

The Office of Minority Health in the Department of Health and Human Services has redesigned the National Standards for Culturally and Linguistically Appropriate Services in Health and Health Care (the National CLAS Standards). These standards are intended to advance health equity, improve quality, and help eliminate health care disparities by providing a blueprint for individuals as well as health and mental health care organizations to implement culturally and linguistically appropriate services. Adoption of these Standards will help advance better health and health care in the United States. The Blueprint offers a suite of resources for a wide variety of professionals to aid implementation of the CLAS Standards. These materials include webinars, handouts, assessment tools, and how-to guides for implementations.

<https://www.thinkculturalhealth.hhs.gov/Content/clas.asp>

### ***The National Center for Cultural Competence***

The National Center for Cultural Competence at Georgetown University in the Center for Child and Human Development focuses on *increasing the capacity of health care and mental health care programs. Their goal is to improve design, implementation, and evaluation of culturally and linguistically competent service delivery systems to address growing diversity, persistent disparities, and to promote health and mental health equity. Their website offers a wide variety of resources that includes but is not limited to multimedia, policy briefs, planning tools, published articles, checklists, and self-assessment tools.* <http://nccc.georgetown.edu/index.html>

### ***Journal Articles***

**Translating SBIRT to public school settings: An initial test of feasibility**

Authors: Brenda Curtis, A. Thomas McLellan, & Beth Gabellini

Journal: Journal of Substance Abuse Treatment



Year: 2014

Abstract: Public schools are not traditional locations where screening, brief motivational counseling intervention and referral to treatment (SBIRT) are provided. This translational research study aimed to test the feasibility of conducting SBIRT in two urban New York schools and to examine its economic sustainability. In Spring 2012, 248 students were screened during non-academic classes: 42% of them (n = 105) reported substance use (versus 28% reported in school-wide, paper anonymous survey). All but one of the positively screened students voluntarily accepted one or more brief intervention sessions and two students were referred to treatment. This school-based SBIRT model did not interfere with academic activities, was feasible to implement, and was attractive to students, teachers and administration. The data offer clear indication that further effectiveness testing is warranted and potentially valuable, however the sustainability of this model was not supported due to our lack of obtaining insurance information, authorization and reimbursement.

### **Impact of Geographic Mobility on Military Children's Access to Special Education Services**

Authors: Jessica Jagger & Suzanne Lederer

Journal: Children and Schools

Year: 2014

Abstract: One of the constants of the military lifestyle is geographic mobility, or permanent change of station (PCS). The PCS has a particularly profound effect on military children with disabilities and their families. With each PCS, families choreograph an elaborate dance with losing and gaining schools and providers as they navigate the complexities of a new special education system. In this study, more than 100 individuals, enrollees of a military program for families with dependents with disabilities and providers serving them, participated in focus groups and interviews to identify the challenges that families face and the resources that are available to them. Drawing on relevant research literature and the results of the study, the authors explore some of the common challenges military students with disabilities and their families face and offer resources and recommendations for school staff supporting them. School staff can take steps to assist and support these families, such as proactively planning for the PCS with the families, informing families about ways in which current services may be different from what they have previously experienced or will experience, and joining in the children's circle of support as an ally and a trusted source of information.

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**IN THE NEWS**  
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### ***Student Counselor Ratios Bring Challenges for Mental Health Support***

In the wake of a December school shooting in Colorado, the Denver Post addressed local and national shortages in school counselors and other mental health professionals who work in schools. The article highlights the need for mental health services in schools to prevent violence

and some of the national efforts to address those shortages such as those put into place following the school shooting in Sandy Hook, NJ. The article quotes David Esquith, director of the U.S. Department of Education's Office of Safe and Healthy Schools, who noted the need for more mental health services in schools as well as training for additional personnel.

[http://www.denverpost.com/news/ci\\_25044133/student-counselor-ratios-bring-challenges-mental-health-support](http://www.denverpost.com/news/ci_25044133/student-counselor-ratios-bring-challenges-mental-health-support)

### ***School Mental Health Screening***

Federal health officials recommended universal mental health screenings for students nearly a decade ago, but it's still not required. An AP review of policies around the nation shows screenings vary widely not only from state to state, but within each school district. There is no consistency on whether the schools screen, what age they screen, and what they screen for. Improving reliability in mental health screening in schools many help reduce the negative outcomes that youth experience due to emotional and mental disorders.

<http://www.usatoday.com/story/news/nation/2014/01/13/school-mental-health-screening/4454223/>

### ***Mentally Ill Youth in Crisis***

CBS News' 60 Minutes covered the personal stories of several families, including a Virginia Senator, of youth and young adults with mental illness and their barriers to accessing psychiatric care. Deinstitutionalization as a historical attempt to better serve patients with psychiatric illness in the community is reported but the program highlights that "adequate community facilities were never built." Pressure from third party payers to discharge patients within a few days from psychiatric inpatient care, and the need for more comprehensive community-based systems of care to support children following psychiatric inpatient discharge is discussed.

<http://www.cbsnews.com/news/mentally-ill-youth-in-crisis/>

### ***College Athletes and Mental Health***

ESPN reports on mental health issues as a silent epidemic and public health issue which needs more awareness. Student athletes face high performance expectations, which can result in unique stressors and risk factors for mental illness. The report emphasizes that mental and physical health concerns need to be addressed with parity.

[http://espn.go.com/espn/otl/story/\\_/id/10335925/awareness-better-treatment-college-athletes-mental-health-begins-take-shape](http://espn.go.com/espn/otl/story/_/id/10335925/awareness-better-treatment-college-athletes-mental-health-begins-take-shape)

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**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](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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