

April 23, 2014

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CSMH NEWS AND RESOURCES
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Upcoming Webinar

Addressing the School-to-Prison Pipeline through a Multi-tiered Framework of Behavioral Support

The IDEA Partnership, Center for School Mental Health, UNH Institute on Disability, and the Connecting School Mental Health with Juvenile Justice and Dropout Prevention Practice Group (National Community of Practice on Collaborative School Behavioral Health) will be hosting a free webinar on **May 6, 2014 from 3:00 – 4:30 PM Eastern Time**, entitled: **Addressing the School-to-Prison Pipeline through a Multi-tiered Framework of Behavioral Support**. The school-to-prison pipeline is a metaphor for the pathway traveled by students who because of their demographic, behavioral, and educational characteristics are at risk of school failure and exclusion, and involvement with the juvenile justice system. The multi-tiered framework of behavioral support, also known as positive behavioral interventions and supports (PBIS), has been widely advocated to address key points along the pipeline, from preventing entry to improving outcomes for adjudicated youth.

Presenters Dr. Brenda K. Scheuermann (Professor, Texas State University) and Dr. C. Michael Nelson (Emeritus Professor, University of Kentucky) will 1) describe critical points along this pipeline continuum, 2) provide an overview the basic principles and concepts of PBIS, and 3) explain how PBIS can help prevent entry and improve services and outcomes for affected youth.

Instructions for Accessing the webinar on May 6, 2014

1. Sign into Adobe Connect five minutes before 3:00 PM ET :
https://tadnet.adobeconnect.com/_a984157034/partnership
 - Click "Enter as a Guest" and type your full name. Then click "Enter Room"
2. 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.
 - 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.

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
- To get a quick overview of Adobe connect go to:
<http://www.adobe.com/products/adobeconnect.html>

If you have any questions before the webinar please contact **Mariola Rosser**
mariola.rosser@nasdse.org

Archived Chat

Youth and Family Involvement

The National Coordinating Committee on School Health and Safety (NCCSHS) hosted a virtual chat on March 11 at 3 pm ET. The chat marked the launch of a new Interest Network Group (ING) of NCCSHS on Family and Community Involvement and featured speakers Joy Spencer and Marie Niarhos of the National Federation of Families for Children's Mental Health. Joy and Marie led a discussion on youth and family involvement and how organizations can effectively partner with youth and families. The chat was co-sponsored by the American Occupational Therapy Association (AOTA) and the Center for School Mental Health at the University of Maryland School of Medicine. A recording of the chat is available

http://otconnections.aota.org/galleries/aota_podcasts/m/pediatric_virtual_chats/120971.aspx

Call for Nominations

Juanita Cunningham Evans Award

Juanita Cunningham Evans was instrumental in the development of the Center for School Mental Health (CSMH). As an ongoing memorial to Juanita Evans, the CSMH has established an annual award that will be given to an individual who has significantly impacted the advancement of school mental health policy, research, and/or practice. Nominations for this award should be external (i.e., no self-nominations and no employee of the CSMH) and should include a one page description of the nominee's contributions to enhance policy, research or practice in school mental health. The winner of the award will be recognized and honored at the 19th Annual Conference in Pittsburgh, Pennsylvania and will receive one free conference registration for an individual to attend the conference. In addition, the award recipient will be featured on the CSMH website and in the CSMH electronic newsletter. Please include a cover letter with contact information for the individual nominating the candidate. **Nominations should be emailed to Dr. Nancy Lever, nlever@psych.umaryland.edu. Nominations must be received no later than June 30, 2014.**

Youth and Family Partnership Award

Youth and family partnership at all levels is essential for the success of school mental health. The Center for School Mental Health (CSMH) at the University of Maryland School of Medicine will honor one exemplar school district, organization, or school mental health program that effectively partners with youth and families in delivering quality school mental health programming. We encourage nominations for models that encompass clear frameworks/approaches for youth and family engagement, involvement, and partnership in school mental health. Nominations should include a one page description of the nominee site's successful partnership efforts. The winner of the award will be recognized and honored at the 19th Annual Conference in Pittsburgh, Pennsylvania and will receive one free conference registration for an individual to attend the conference. In addition, the award recipient will be featured on the CSMH website and in the CSMH electronic newsletter. Please include a cover letter with contact information for the individual nominating the candidate. **Nominations should be emailed to the Dr. Nancy Lever, nlever@psych.umaryland.edu. Nominations must be received no later than June 30, 2014.**

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

Upcoming Webinar

Supportive School Discipline Webinar Series Presents “Guiding Principle #3: Equity and Continuous Improvement”

The U.S. Department of Education and the U.S. Department of Justice is pleased to announce the next Supportive School Discipline Webinar Series event, *Guiding Principle #3: Equity and Continuous Improvement*, which is scheduled for **Tuesday, April 29, 2014, from 3:30 PM to 5:00 PM EDT**. This webinar will provide an in-depth review of Guiding Principle #3 as outlined within the Guiding Principles: A Resource Guide for Improving School Climate and Discipline, a key document in the recently released School Discipline Guidance Package. In particular, it will walk through each Action Step identified for Principle #3 implementation, including concrete examples of how it can be implemented. The webinar will also be accompanied by a "tracking guide" that will allow participants to complete a short self-assessment aligned with the Action Steps of Guiding Principle #3 and a list of related resources to support effective implementation.

The Webinar will be moderated by David Osher, Ph.D. (American Institutes for Research, Washington, DC), and feature key experts in the field, including: Russ Skiba (Director, Equity Project, Indiana University, Center for Evaluation and Education Policy), James Bell (Director, W. Haywood Burns Institute), Anne Gregory (Associate Professor, Graduate School of Applied and Professional Psychology, Rutgers University), and Rebecca Fitch (Project Manager for the Civil Rights Data Collection, U.S. Department of Education).

For more information and to register:

<http://www.juvenilejustice-tta.org/event/ssd-guiding-principle-3-equity-and-continuous-improvement>

Current Events

Children’s Mental Health Awareness

May 4-10, 2014 is Children’s Mental Health Awareness Week. The Center for School Mental Health (CSMH) is pleased to be partnering at the national, state, and local levels to advance children's mental health awareness. To raise awareness, numerous programs, organizations and communities around the country are joining together to promote positive mental health, well-being, and social development for children and youth of all ages. We urge schools and communities to get involved and spread the word about the importance of children’s mental health. In collaboration with other partners, the CSMH has compiled resources and ideas of how to apply Children’s Mental Health Awareness week activities (including art contests, morning announcements, essays, calls to families, etc.) in schools.

<http://csmh.umaryland.edu/Resources/OtherResources/ChildrensMHAwareness>

During Children’s Mental Health Awareness week, it is important to recognize the critical role and value of **school mental health** in helping all youth to be successful. For more information about the impact of school mental health on emotional, behavioral and academic outcomes:

<http://csmh.umaryland.edu/Resources/OtherResources/CSMHImpactofSMH.pdf>

As part of Children's Mental Health Awareness Week, **the Substance Abuse and Mental Health Services Administration (SAMHSA), U.S. Department of Health and Human Services** (May 8, 2014) has provided materials and resources to prepare for awareness day.

For more information

<http://www.samhsa.gov/children/national.asp>

SAMHSA's newly revised awareness day event resources

http://www.samhsa.gov/children/event_materials.asp

SAMHSA is also launching a hashtag event showcase.

http://www.samhsa.gov/children/hashtag_showcase.asp

The National Federation of Families for Children's Mental Health has many events for Children's Mental Health Awareness week dedicated to increasing public awareness about the triumphs and challenges in children's mental health and emphasizing the importance of family and youth involvement in the children's mental health movement! The Federation's theme this year is ***Building a Circle of Wellness***. <http://awarenessweek.ffcmh.org/>

In the State of Maryland, the Children's Mental Health Matters! Campaign is a collaboration of the **Mental Health Association of Maryland (MHAMD)** and the **Maryland Coalition of Families (MCF)** with support from the **Maryland Mental Hygiene Administration and MD CARES**. The Campaign goal, with over 80 partners across the state, is to raise public awareness of the importance of children's mental health. The CSMH is providing support for the 2014 School Champion project. The Maryland campaign has developed some practical resources that provide ideas of how to get schools and school mental health more involved in Children's Mental Health Awareness Week.

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

May is Mental Health Month

Mental Health America is raising awareness about the importance of mental health for overall health and wellness through its "Mind Your Health" campaign this month.

For more information:

<http://www.mentalhealthamerica.net/may>

Download the Mental Health Month toolkit

<http://www.mentalhealthamerica.net/download-may-mental-health-month-toolkit>.

Conferences

MASBHC's 2014 Conference

Registration is open for the 2014 Annual Conference of the Maryland Assembly on School-Based Health Care to be held **Thursday May 15 at the Rockland Conference Center, Stevenson University's Owings Mill Campus**. Each year, MASBHC's Conference brings

together experts in the field of child and adolescent health to provide the latest research and programming related to school-based health care. This year's conference will focus on the changing landscape of school based health care and will focus on timely topics such as the impact of trauma on child development, concussions, resiliency in children and electronic medical records. There also will be two workshops on Billing and Coding; Part 1 will be especially helpful for school based health care centers that are new to billing and Part 2 will provide a more in-depth discussion of successful billing practices.

To see the full conference agenda and for more information:

<https://www.eventbrite.com/e/maryland-assembly-on-school-based-health-cares-annual-spring-conference-tickets-10896986179>

Georgetown University Training Institutes 2014

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.

For more information and to register

<http://gucchdtcenter.georgetown.edu/TrainingInstitutes.html>

To submit a poster presentation

<http://gucchdtcenter.georgetown.edu/Activities/TrainingInstitutes/2014/PosterPresenter.html>

ASHA- 88th Annual School Health Conference

The **88th American School Health Association (ASHA) Annual School Health Conference will be held in Portland, Oregon, October 9-11, 2014**. The theme is Building Bridges – From Vision to Action: Supporting School Health. Register by August 31st and save \$55 on full registration.

For morning information and to register:

<https://netforum.avectra.com/eWeb/StartPage.aspx?Site=ASHA1&WebCode=HomePage>

POLICY ANNOUNCEMENTS

Excellence in Mental Health Act

The President signed into law the *Excellence in Mental Health Act*. The bipartisan legislation establishes two-year pilot programs in eight states that target the improvement of community mental health and substance use treatment services, including 24-hour crisis psychiatric services, while setting new standards for provider care.

<http://www.thenationalcouncil.org/topics/excellence-in-mental-health-act/>

RESEARCH and GRANT OPPORTUNITIES

Research Opportunities

Center for Children and Families at Florida International University- Postdoctoral Fellowship in School Mental Health

The Department of Psychology/Center for Children and Families at Florida International University is offering a one year, full-time postdoctoral fellowship, with the possibility of an additional year if sufficient funding is available. The fellow will play a leadership role in a clinical trial funded by the Institute for Education Sciences. The fellowship will focus on conducting evidence-based assessment procedures for recruited children and families, providing behavioral consultation and coaching with school personnel, supervising graduate student clinicians providing consultation and coaching with school personnel, and collecting, managing, analyzing, and disseminating data associated with the grant. Access to current and archival datasets, and opportunities for manuscript and grant preparation will be provided. The fellow will be able to accrue hours for licensure in psychology. It is expected that the applicant has experience working with children with disruptive behavior disorders in elementary schools, and in behavioral consultation with teachers and parents. Applicants must have completed an APA-accredited clinical internship by the anticipated start date of July 1, 2014 and be ABD or have earned a Ph.D. from an APA-accredited clinical, school, or counseling psychology program.

Applications must be submitted on-line at careers.fiu.edu. When applying please reference Job Opening ID: 507393 and attach letter of intent, curriculum vitae, copies of recent publications, and three letters of recommendation in a single pdf file. We will begin reviewing applications immediately and continue until the position is filled; for full consideration, apply by May 1, 2014. Review will continue until position is filled.

University of Washington Postdoctoral Fellowship in School Mental Health and Implementation Science

The University of Washington (UW) School of Medicine (SoM; Department of Psychiatry and Behavioral Sciences), in partnership with the College of Education (CoE), is accepting applications for a one-year senior fellowship – with the expectation of renewal for a second year – in school-based mental health, intervention development, clinical research methodology, and the emerging area of implementation science. The successful candidate will have an appointment in the Department of Psychiatry and Behavioral Sciences and will also work closely with faculty in the CoE. The fellow recruited for the position will have a strong interest in (1) effective implementation of evidence-based mental health practices in public schools, (2) development/identification of effective, feasible, and contextually-appropriate assessment and intervention practices for use in the education sector, (3) integration of mental health and schools at multiple levels of service delivery (i.e., universal, selected, and indicated), (4) enhancing school mental health data collection and use capacities (e.g., via screening, routine outcome monitoring, and the application of data-driven decision making models), and (5) ultimately pursuing an academic career that emphasizes these areas.

The position will be housed within the newly established School Mental Health Assessment, Research, and Training (SMART) Center (<https://education.uw.edu/smart>) and will allow the fellow to work closely with Center faculty (Drs. Aaron Lyon, Doug Cheney, Eric Bruns, Clay Cook, and Elizabeth McCauley) on a variety of federally- and locally-funded projects. The SMART Center represents a unique collaboration between SoM and CoE faculty, intended to facilitate more effective and integrated approaches to research and technical assistance surrounding quality improvement in school-based mental/behavioral health. The successful applicant will play a major role in grant writing; participate in ongoing research, manuscript preparation and submission; and participate in professional development and outreach activities conducted by the Center. For applicants with appropriate clinical backgrounds, a limited amount of time (approximately 1 day/wk) spent providing direct mental health services to youth and families is also possible.

Applicants must have completed a Ph.D. (or foreign equivalent) in Clinical, Community, School, or Educational Psychology or a related discipline – such as Special Education or Social Work – from an accredited academic program. The UW provides an exciting scholarly environment with numerous seminars, invited lectures, and opportunities for interactions with faculty across disciplines and departments. Appointments will be made for one year, with a second year re-appointment expected based on review of the fellow's progress. We anticipate that the fellowship will be available beginning July 1, 2014, although a later start is also possible. The current stipend for first year fellows is commensurate with the standard National Institutes of Health rate and is eligible for benefits. A comprehensive description of UW benefits is available at <http://www.washington.edu/admin/benefits/>.

To apply, please email (1) a detailed letter of interest describing qualifications and experience; (2) curriculum vitae; (3) two examples of scholarly writing (these need not be published articles); and (4) letters from three recommenders to Aaron Lyon, Ph.D., uwsmart@uw.edu, Department of Psychiatry and Behavioral Sciences, University of Washington, 6200 NE 74th Street, Suite 100, Seattle, WA 98115. Applications are being accepted on a rolling basis and will continue to be accepted until the position is filled. Please email Dr. Lyon with any questions. <https://education.uw.edu/smart/jobs>

Grant Opportunities

Review Grants for HRSA and SAMHSA

The Health Resources and Services Administration (HRSA) and Substance Abuse and Mental Health Services Administration (SAMHSA) are seeking qualified objective reviewers to read and evaluate grant proposals for the following FY 2014 grant competitions: (1) HRSA-14-077 Behavioral Health Workforce Education and Training for Professionals and (2) HRSA-14-126 Behavioral Health Workforce Education and Training for Paraprofessionals. The Division of Independent Review is responsible for managing objective reviews within HRSA. The BHWET Grant Application Objective Review Process is designed to ensure that each grant is awarded on the basis of how well the evaluation selection criteria are responded to.

Interested individuals should register at <https://rrm.grantsolutions.gov/AgencyPortal/hrsa.aspx>

Please email RRMTechAssistance@hrsa.gov with questions

Ruddie Memorial Youth Foundation - Innovation Grant Program

The Ruddie Memorial Youth Foundation seeks to support innovative youth-serving organizations. The foundation is accepting applications from programs or services that are "uncommon, untested or otherwise unconventional" and are designed to help underprivileged youth reach their full potential. Multiple grants of \$25,000 will be awarded to select applicants. Nonprofit organizations serving youth in the greater Baltimore, Boston, Los Angeles, Madison, Philadelphia, San Francisco, and/or Washington, D.C. areas are eligible to apply. The deadline for submission is **April 30, 2014**. <http://www.rmyf.org/index.cfm>

Department of Health and Human Services- Basic Center Program

The Department of Health and Human Services is sponsoring grants under the Basic Center Program. The goal of this program is to provide an alternative for runaway and homeless youth who might otherwise end up with law enforcement or in the child welfare, mental health, or juvenile justice systems. The program is designed to provide youth up to age 18 with emergency shelter, food, clothing, counseling, and referrals for health care. Awards of up to \$200,000 are available. The deadline for submission is **June 24, 2011**.

<http://www.acf.hhs.gov/grants/open/foa/view/HHS-2011-ACF-ACYF-CY-0166/htm>

NEW LITERATURE AND RESOURCES

Reports

Making the Grade: Assessing the Evidence for Integrated Student Supports

Integrated student supports (ISS) are a part of an emerging field of practice in school-based services. The aim of this approach is to reduce disparities in education by coordinating a system of wraparound services for the child, the family, and schools, to target student's academic and non-academic barriers to learning. Child Trends summarized the existing research on ISS in this recently released report, which reviews the underlying framework for ISS and empirical findings about successful programs implementing this approach.

<http://www.childtrends.org/?publications=making-the-grade-assessing-the-evidence-for-integrated-student-supports>

Survey of America's Schools Reveals Racial Disparities

Data from the Department of Education's Office of Civil Rights was recently released. Findings from this data suggest that racial disparities plague the U.S. education system from pre-school to college. The press release along with links to the expansive dataset may accessed here:

<http://www.ed.gov/news/press-releases/expansive-survey-americas-public-schools-reveals-troubling-racial-disparities>

Resources

Five Things to Know about School Discipline

Child Trends created a short online document that summarizes in five points new research and policy on school discipline. The document provides links that direct readers to additional manuals and resources regarding strategies for improving school discipline and reducing disproportionality in administration of school discipline. Strategies include direction on working with the school administration, training teachers, collaboration development between school administrations and the community, and support social-emotional development in the classroom. <http://archive.constantcontact.com/fs177/1101701160827/archive/1116849628963.html>

Improving School Attendance

The National Center on Safe Supportive Learning Environments (NCSSLE) has a website that includes information about the Center's training and technical assistance, products and tools, and the latest research findings. The website also offers a variety of toolkits and other instructional resources to support school staff in improving school attendance and reducing student truancy. In particular, resources provide direction on creating a strong connection between staff, students, and families. Strategies are also provided on how to improve school climate through student participation in school activities and inclusion of the community at large into school activities.

<http://safesupportivelearning.ed.gov/topic-research/engagement/school-participation>

Journal Articles

Online training for teachers delivering evidence-based preventive interventions

Authors: Kimberly Becker, Jill Bohnenkamp, Celene Domitrovich, Jennifer Keperling, & Nicholas Ialongo

Journal: School Mental Health

Year: 2014

Abstract: This study investigated the perceived feasibility and pattern of implementation following an online training for teachers delivering an integrated intervention encompassing two school-based universal preventive interventions: Promoting Alternative Thinking Strategies (PATHS) curriculum and the PAX Good Behavior Game (GBG). Forty-five teachers from three urban elementary schools completed an online training consisting of didactics and video demonstration and received in-person coaching across a 31-week implementation period. Data from 65 teachers from three schools who received in-person training and coaching provided a benchmark for comparison. Most teachers in the online training + in-person coaching (OLT + IPC) condition reported that the technology was easy to use and that the course was as effective as an in-person workshop. Teachers in the OLT + IPC group reported positive attitudes regarding PATHS and the PAX GBG that generally were not significantly different from attitudes reported by teachers who received in-person training + in-person coaching (IPT + IPC). Importantly, teachers in the OLT + IPC condition achieved a high level of implementation quality similar to that demonstrated by teachers in the IPT + IPC condition. The frequency of intervention delivery by OLT + IPC teachers was also not significantly different than that of IPT + IPC teachers.

These findings provide evidence that the internet is a promising component in a training sequence designed to teach teachers to deliver evidence-based preventive interventions.

Challenges and ideas from a research program on high-quality, evidence-based practice in school mental health

Authors: Mark Weist, Eric Youngstrom, Sharon Stephan, Nancy Lever, Johnathan Fowler, Leslie Taylor et al.

Journal: Journal of Clinical Child and Adolescent Psychiatry

Year: 2014

Abstract: This article reviews the progression of a research program designed to develop, implement, and study the implementation of “achievable” evidence-based practices (EBPs) in schools. We review challenges encountered and ideas to overcome them to enhance this avenue of research. The article presents two federally funded randomized controlled trials involving comparison of a four-component targeted intervention (Quality Assessment and Improvement, Family Engagement and Empowerment, Modular Evidence-Based Practice, Implementation Support) versus a comparison intervention focused on personal wellness. In both studies, primary aims focused on changes in clinician attitudes and behavior, including the delivery of high-quality EBPs and secondary aims focused on student-level impacts. A number of challenges, many not reported in the literature, are reviewed, and ideas for overcoming them are presented. Given the reality that the majority of youth mental health services are delivered in schools and the potential of school mental health services to provide a continuum of mental health care from promotion to intervention, it is critical that the field consider and address the logistical and methodological challenges associated with implementing and studying EBP implementation by clinicians.

Direct behavior rating as a school-based behavior universal screener: Replication across sites

Authors: Stephen Kilgus, Chris Riley-Tillman, Sandra Chafouleas, Theodore Christ & Megan Welsh

Year: 2014

Abstract: The purpose of this study was to evaluate the utility of Direct Behavior Rating Single Item Scale (DBR–SIS) targets of disruptive, engaged, and respectful behavior within school-based universal screening. Participants included 31 first-, 25 fourth-, and 23 seventh-grade teachers and their 1108 students, sampled from 13 schools across three geographic locations (northeast, southeast, and midwest). Each teacher rated approximately 15 of their students across three measures, including DBR–SIS, the Behavioral and Emotional Screening System (Kamphaus & Reynolds, 2007), and the Student Risk Screening Scale (Drummond, 1994). Moderate to high bivariate correlations and area under the curve statistics supported concurrent validity and diagnostic accuracy of DBR–SIS. Receiver operating characteristic curve analyses indicated that although respectful behavior cut scores recommended for screening remained constant across grade levels, cut scores varied for disruptive behavior and academic engaged behavior. Specific cut scores for first grade included 2 or less for disruptive behavior, 7 or greater for academically engaged behavior, and 9 or greater for respectful behavior. In fourth and seventh grades, cut scores changed to 1 or less for disruptive behavior and 8 or greater for

academically engaged behavior, and remained the same for respectful behavior. Findings indicated that disruptive behavior was particularly appropriate for use in screening at first grade, whereas academically engaged behavior was most appropriate at both fourth and seventh grades. Each set of cut scores was associated with acceptable sensitivity (.79–.87), specificity (.71–.82), and negative predictive power (.94–.96), but low positive predictive power (.43–.44). DBR–SIS multiple gating procedures, through which students were only considered at risk overall if they exceeded cut scores on 2 or more DBR–SIS targets, were also determined acceptable in first and seventh grades, as the use of both disruptive behavior and academically engaged behavior in defining risk yielded acceptable conditional probability indices. Overall, the current findings are consistent with previous research, yielding further support for the DBR–SIS as a universal screener. Limitations, implications for practice, and directions for future research are discussed.

The social–emotional development of dual language learners: Looking back at existing research and moving forward with purpose

Authors: Tamara Halle, Jessica Whittaker, Marlene Zepeda, Laura Rothenberg, Rachel Anderson, Paula Daneri, Julia Wessel & Virginia Buysse

Journal: Early Childhood Research Quarterly

Year: 2014

Abstract: This review describes the state of existing knowledge with regard to dual language learners' (DLLs) social–emotional development birth to age 5. The review focuses on several widely recognized dimensions of children's social–emotional development: self-regulation, social competence, social cognition, and problem behaviors. We begin by presenting a theoretical perspective that frames our understanding of the interplay between relational and contextual factors that contribute to the social–emotional well-being of DLLs. A targeted search of the literature identified 14 peer-reviewed studies published from 2000 to 2011 that examined social–emotional outcomes for young DLLs in family, school, and peer contexts. Results suggest that DLLs have at least equal (if not better) social–emotional outcomes compared to native English speakers. There is also some evidence that the use of the home language in early childhood classrooms can be a positive, moderating factor for DLLs' social–emotional development. Contextual and individual characteristics are highly correlated with DLL status, making it difficult to develop clear conclusions about the unique influence of DLL status on social–emotional outcomes. We conclude by identifying avenues for future inquiry.

A population-level approach to promoting healthy child development and school success in low-income, urban neighborhoods: Impact on parenting and child conduct problems

Authors: Spring Dawson-McClure, Ester Calzada, Keng-Yen Huang, Dimitra Kamboukos, Dana Rhule, Bukky Kolawole, Eva Petkova, Laurie Brotman & Laurie Miller

Journal: Prevention Science

Year: 2014

Abstract: Minority children living in disadvantaged neighborhoods are at high risk for school dropout, delinquency, and poor health, largely due to the negative impact of poverty and stress on parenting and child development. This study evaluated a population-level, family-centered, school-based intervention designed to promote learning, behavior, and health by strengthening parenting, classroom quality, and child self-regulation during early childhood. Ten schools in

urban districts serving primarily low-income Black students were randomly assigned to intervention or a "pre-kindergarten education as usual" control condition. Intervention included a family program (a 13-week behavioral parenting intervention and concurrent group for children) and professional development for early childhood teachers. The majority (88 %) of the pre-kindergarten population (N = 1,050; age 4) enrolled in the trial, and nearly 60 % of parents in intervention schools participated in the family program. This study evaluated intervention impact on parenting (knowledge, positive behavior support, behavior management, involvement in early learning) and child conduct problems over a 2-year period (end of kindergarten). Intent-to-treat analyses found intervention effects on parenting knowledge, positive behavior support, and teacher-rated parent involvement. For the highest-risk families, intervention also resulted in increased parent-rated involvement in early learning and decreased harsh and inconsistent behavior management. Among boys at high risk for problems based on baseline behavioral dysregulation (age 4, 23 % of sample), intervention led to lower rates of conduct problems at age 6. Family-centered intervention at the transition to school has potential to improve population health and break the cycle of disadvantage for low-income, minority families.

Teacher, parent, and peer reports of early aggression as screening measures for long-term maladaptive outcomes: Who provides the most useful information?

Authors: Katherine Clemans, Rashelle Musci, Jeannie-Marie Leoutsakos & Nicholas Ialongo

Journal: Journal of Consulting and Clinical Psychology

Year: 2014

Abstract: This study compared the ability of teacher, parent, and peer reports of aggressive behavior in early childhood to accurately classify cases of maladaptive outcomes in late adolescence and early adulthood. Method: Weighted kappa analyses determined optimal cut points and relative classification accuracy among teacher, parent, and peer reports of aggression assessed for 691 students (54% male; 84% African American and 13% White) in the fall of first grade. Outcomes included antisocial personality, substance use, incarceration history, risky sexual behavior, and failure to graduate from high school on time. Results: Peer reports were the most accurate classifier of all outcomes in the full sample. For most outcomes, the addition of teacher or parent reports did not improve overall classification accuracy once peer reports were accounted for. Additional gender-specific and adjusted kappa analyses supported the superior classification utility of the peer report measure. Conclusion: The results suggest that peer reports provided the most useful classification information of the 3 aggression measures. Implications for targeted intervention efforts in which screening measures are used to identify at-risk children are discussed

IN THE NEWS

Long term impact of Linkages to Learning Program

The Linkages to Learning (LTL) program provides clinical services to youth and families within a collaborative, school-based program serving at-risk children and families. One of the first LTL clients recently became a LTL Mental Health Therapist. This inspiring article highlights the power of possibility in every child's life to transcend life circumstances and rise to become a helper oneself. [Click here](#) to read one client's story of the positive long term impact of the LTL program.

The Health Gap: The Worst Places in America for Mental Health, Child Poverty and College Attendance Mapped

This Newsweek article highlights a County Health Ranking database which ranks the quality of health in every U.S. county based on research conducted by the Robert Wood Johnson Foundation and the University of Wisconsin Population Health Institute. Among the 29 factors accounted for, access to mental health care, children living in poverty and college attendance are specifically noted. <http://www.newsweek.com/health-gap-6-maps-rank-health-county-238552>

Mental health help 'needed in schools'

BBC News Health reports on the high rates of unmet need (approximately 75%) for mental health services among children in the UK. Barriers to care, including underdeveloped and underfunded mental health programs, as well as lack of training in mental health identification among health care professionals and teachers, are discussed. The importance of school-based mental health programs, as well as web-based learning tools are emphasized.

<http://www.bbc.com/news/health-26685550>

Three Ways Students with Mental Illness Can Prepare for College

The transition to college poses challenges for all students, but especially those with mental health concerns. *U.S. News & World Report* addresses these challenges and highlights important considerations for planning a smooth transition to college for children with mental health concerns. <http://www.usnews.com/education/articles/2014/03/26/learn-how-to-deal-with-mental-illness-in-college>

Pre-school program bolsters emotional vocabulary

The Technical Assistance Center on Social Emotional Intervention for Young Children (TACSEI) model was incorporated in a Head Start site in Mankato a couple of years ago and has been slowly rolling out to other sites. The model focuses on reinforcing positive behavior instead of negative behaviors. Instead of giving kids a list of rules for behavior at certain places and times, they are given consistent behavioral expectations that apply throughout the day in all aspects of student life at school. Since incorporating TACSEI, students have improved in communication and vocabulary, and they are more independent about taking care of their own needs and making decisions. The model also is giving students a good foundation in social skills and learning to affirm each other.

<http://www.mankatofreepress.com/local/x1196462055/Pre-school-program-bolsters-emotional-vocabulary>

Mental and Physical Toll of Bullying Persists For Decades

NPR is one of many major news outlets covering a recent British study, published in the *American Journal of Psychiatry*, which found that the effects of bullying persist into middle age. The authors note that bullying should be regarded as a traumatic experience with potentially long term effects.

<http://www.npr.org/blogs/health/2014/04/19/304528674/mental-and-physical-toll-of-bullying-persists-for-decades>

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>

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