

*June 19, 2014*

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**CSMH NEWS AND RESOURCES**  
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***Register for the Early Bird Rate by June 30 for the 19<sup>th</sup> Annual Conference on Advancing School Mental Health***

Register now for the 19th Annual Conference on Advancing School Mental Health to be held September 18-20, 2014 at the Wyndham Grand Pittsburgh Downtown in Pittsburgh, PA. This year, the theme of the conference is ***School Mental Health: Enhancing Safe, Supportive and Healthy Schools***. The conference offers outstanding opportunities to learn new skills and knowledge related to practice, research, training, and policy, as well as to network with others invested in school mental health. The Annual Conference is sponsored by the Center for School Mental Health (CSMH) at the University of Maryland School of Medicine (funded by the Health Resources and Services Administration) and the IDEA Partnership, funded by the Office of Special Education Programs, sponsored by the National Association of State Directors of Special Education. Don't miss out on the early lower registration fees! **The deadline for early bird registration is June 30, 2014.** Book your hotel room early to receive a special conference rate (deadline by **August 23, 2014**). For detailed information on the conference and to register online, <http://csmh.umaryland.edu/Conferences/AnnualConference/index.html>

***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 19<sup>th</sup> 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](mailto: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 19<sup>th</sup> 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](mailto:nlever@psych.umaryland.edu). Nominations must be received no later than June 30, 2014.**

### ***Webinar Series on Funding and Sustainability for School Mental Health***

The Center for School Mental Health is hosting a monthly webinar series on funding and sustainability for school mental health. The third webinar in this series will be held **Wednesday July 16, 2014 at Noon Eastern Time. William Dikel, MD, will present *Creating Self-Sustaining, Replicable School Mental Health Programs: A User's Guide***

Using examples from various programs across the U.S., this presentation identifies the key factors for maximizing school mental health sustainability and replicability, including community collaboration, maximizing funding streams, role clarification, identifying necessary ancillary services, expanding insurance benefit sets, concurrent Medicaid and Special Education billing by school districts, minimizing financial and legal liabilities for school districts and methods of data analysis that measure improved educational outcomes and the cost savings resulting from school mental health services.

To participate in the webinar, please follow two steps:

1. Go to this link  
<https://sas.illuminate.com/m.inlp?sid=2011424&password=M.E17B273E3C32E415F61DFA87DFE4B0>
2. Please call 1-855-688-5866 and enter code 23903458.
3. To mute your line, please push \*6

If you have any questions about the webinar, please contact CSMH Research Assistant, Mehek Shirazie [mshirazi@psych.umaryland.edu](mailto:mshirazi@psych.umaryland.edu)

### ***Archived Webinars***

The webinar recordings and powerpoint slides are available for the previous webinars in the CSMH series on funding and sustainability for school mental health. Descriptions of the two webinars are below. <http://csmh.umaryland.edu/Resources/ArchivedWebinars/index.html>

### ***Sustaining School Mental Health Services: Is there an App for that?***

The first webinar in the CSMH series on funding and sustainability for school mental health was held May 21, 2014 titled *Sustaining School Mental Health Services: Is there an App for that?*

The webinar highlighted two school mental health programs, the common elements of their successful business plans, and funding strategies.

### ***Using EPSDT to fund Behavioral Health Rehabilitation Services in Homes and Schools***

The second webinar in the CSMH series on funding and sustainability for school mental health was held June 11, 2014. Steven Kossor, MA from The Institute for Behavior Change presented *Using EPSDT to fund Behavioral Health Rehabilitation Services (BHRS) in homes and schools*. The webinar discussed using Early, Periodic, Screening, Diagnostic and Treatment (EPSDT) funding to fund behavioral rehabilitation services in homes and schools.

### ***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>

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## **CURRENT EVENTS AND OPPORTUNITIES**

### ***Conferences***

#### ***National School-Based Health Care Convention***

The powerful convergence of public health, primary care, and education is on full display at the **2014 National School-Based Health Care Convention, sponsored by the School-Based Health Alliance**. Hundreds of representatives from medicine, nursing, behavioral health, oral health, and education will gather in Seattle from **June 29 to July 2, 2014** to network with peers, earn continuing education credits, and get acquainted with evidence-based programs, practices, and policies. Participants will engage in cutting-edge conversations on a range of timely topics,

including trauma-informed care, long-acting reversible contraceptives, technological advances, engaging young men of color as health care consumers, school suspension alternatives, healthy adolescent relationships, and emerging school-based models for oral health care to name just a few. For more information [www.sbh4all.org/convention](http://www.sbh4all.org/convention)

### ***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://gucchdtacenter.georgetown.edu/TrainingInstitutes.html>

To submit a poster presentation

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

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## **POLICY ANNOUNCEMENTS**

### ***Strengthening Mental Health in Our Communities Act of 2014***

The *Strengthening Mental Health in Our Communities Act of 2014* was introduced in the U.S. House of Representatives on May 6, 2014. Co-sponsored by Reps. Ron Barber (AZ-D), Diana DeGette (CO-D), Doris Matsui (CA-D), Grace Napolitano (CA-D) and Paul Tonko (NY-D), the bill is designed to build upon existing legislation in the House addressing mental healthcare reform. The focus of this bill is to maximize access to and increase the impact of community-based services and to promote prevention and early intervention of mental illness. It would also advance research on mental health. Dr. Stephen Brock, president-elect of the National Association of School Psychologists said "This bill would not only increase access to both community and school-employed mental health professionals, it would enhance collaboration and integration of services. Improving access to and effectiveness of services for prevention, early identification and intervention is critical to helping our children and youth thrive in school, and home, and in life."

<http://barber.house.gov/media-center/press-releases/us-reps-barber-degette-matsui-napolitano-tonko-unveil-mental-health>

### ***House Passes the Strengthening Education Through Research Act***

On May 8, 2014, the House of Representatives passed the Strengthening Education Through Research Act (SETRA) which is now awaiting action by the Senate. The Act oversees the Institute of Education Sciences, the research arm of the U.S. Department of Education - includes key recommendations from the Council for Exceptional Children. SETRA will increase funding

for special education research. <http://www.policyinsider.org/2014/05/house-passes-research-bill-includes-key-cec-recommends-.html>

## RESEARCH and GRANT OPPORTUNITIES

### *Grant Opportunities*

#### *U.S. Department of Education, School Climate Transformation Grant Local Educational Grants*

The School Climate Transformation Grant—**Local Educational Agency (LEAs) Grants** released their notice inviting applications for new awards for fiscal year 2014. This program provides competitive grants to LEAs to develop, enhance, or expand systems of support for, and technical assistance to, schools implementing an evidence-based multi-tiered behavioral framework for improving behavioral outcomes and learning conditions for all students. Only LEAs or consortia of LEAs are eligible to apply for these grants. The deadline for submitting an application is **June 23, 2014**. The estimate of available funds is around \$23,625,000.

<http://www2.ed.gov/programs/schoolclimatelea/index.html>

#### *State Educational Agency Grants*

The School Climate Transformation Grant—**State Educational Agency (SEAs) Grants** released their notice inviting applications for new awards for fiscal year 2014. This program provides competitive grants to SEAs to develop, enhance, or expand statewide systems of support for, and technical assistance to, local educational agencies and schools implementing an evidence-based, multi-tiered behavioral framework for improving behavioral outcomes and learning conditions for all students. Only SEAs are eligible to apply for these grants. The deadline for submitting an application is **June 23, 2014**. The estimate of available funds is around \$7,375,000.

<http://www2.ed.gov/programs/schoolclimatesea/index.html>

## NEW LITERATURE AND RESOURCES

### *Reports*

#### *Serious Mental Health Challenges among Older Adolescents and Young Adults*

A recent report from Substance Abuse and Mental Health Services Administration (SAMHSA) highlights mental health challenges during the transition from adolescence to adulthood, a particularly stressful period of development. Data from the National Survey on Drug Use and Health from 2010-2012 indicated that 1 in 10 older adolescents (aged 16 to 17) had a major depressive episode in the past year, and one in five young adults (aged 18 to 25) had any mental illness in the past year. The study also showed difficulties with treatment access among older adolescents with major depression, in which 60.1% did not receive treatment for depression in the past year.

<http://www.samhsa.gov/data/2K14/CBHSQ173/sr173-mh-challenges-young-adults-2014.htm>

## ***Resources***

### ***Tip Sheet to Reduce Bullying***

Stopbullying.gov has released a new tip sheet for mental health professionals and mentors to help identify bullying and create an action plan for reducing bullying. Professionals and mentors at all levels have a unique role to play in bullying prevention, because of their unique relationship working alongside children in the community. Children and youth who are struggling with this issue may be more comfortable with approaching these trusted adults. Stopbullying.gov provides these professionals with resources to address this issue.

<http://www.stopbullying.gov/prevention/training-center/index.html>

### ***A Guide to Federal Education Programs That Can Fund K-12***

#### ***Universal Prevention and Social and Emotional Learning Activities***

The Center for Health and Health Care in Schools and the Center on Education Policy, both at The George Washington University, analyzed dozens of federally funded programs administered by the U.S. Department of Education. Based on this research, ***A Guide to Federal Education Programs That Can Fund K-12 Universal Prevention and Social and Emotional Learning Activities*** was developed to help districts take advantage of those funds by identifying K-12 grant programs in the U.S. Department of Education that could be used to implement prevention efforts in elementary and secondary schools.

<http://www.healthinschools.org/School-Based-Mental-Health/Funding-Guide-for-SEL.aspx>

### ***New 2012 School Health Profiles Products Released***

The Division of Adolescent and School Health (DASH) released two 2012 School Health Profiles (Profiles) products. The School Health Profiles (Profiles) is a system of surveys assessing school health policies and practices in states, large urban school districts, territories, and tribal governments. Profiles surveys are conducted biennially by education and health agencies among middle and high school principals and lead health education teachers. A fact sheet provides results from the 2012 Profiles for each state, large urban school district, territory, and tribal government. Reports review findings related to HIV, other STD, and teen pregnancy prevention, chronic disease prevention, and other selected school health topics. The Profiles also include a PowerPoint presentation that presents state results, by quartiles, on a U.S. map.

<http://www.cdc.gov/healthyyouth/profiles/index.htm>

## ***Journal Articles***

### **Examining Contextual Influences on Classroom-Based Implementation of Positive Behavior Support Strategies: Findings from a Randomized Controlled Effectiveness Trial**

Authors: Elise T. Pas, Tracy E. Waasdorp, & Catherine P. Bradshaw

Journal: *Prevention Science*

Year: 2014

Abstract: Although it is widely recognized that variation in implementation fidelity influences the impact of preventive interventions, little is known about how specific contextual factors may

affect the implementation of social and behavioral interventions in classrooms. Theoretical research highlights the importance of multiple contextual influences on implementation, including factors at the classroom and school level (Domitrovich et al., *Advances in School Mental Health Promotion*, 1, 6–28, 2008). The current study used multilevel modeling to empirically examine the influence of teacher, classroom, and school characteristics on the implementation of classroom-based positive behavior support strategies over the course of 4 years. Data were collected in the context of a 37-school randomized controlled trial examining the effectiveness of school-wide Positive Behavioral Interventions and Supports. Multi-level results identified several school-level contextual factors (e.g., school size, behavioral disruptions) and teacher level factors (perceptions of school organizational health and grade level taught) associated with variability in the implementation of classroom-based positive behavior supports. Implications for prevention research and practice are discussed.

### **Accuracy of teachers in identifying elementary school students who report at-risk levels of anxiety and depression**

Authors: Jennifer Cunningham & Shannon Suldo

Journal: *School Mental Health*

Year: 2014

Abstract: Internalizing disorders, specifically depression and anxiety, affect up to 14 and 32 % of youth, respectively (Merikangas et al. in *J Am Acad Child Adolesc Psychiatry* 49:980–989, 2010). In part to overcome barriers to receiving community services, schools have become a major provider of mental health services to children. Schools need effective mechanisms in place to accurately identify students who may need such services. The current study examined the accuracy of one such method, teacher nominations, in identifying elementary school children who self-report elevated levels of depression and/or anxiety. Participants were 238 fourth and fifth-grade students within a large, urban school district in a southeastern state and their 26 classroom teachers. Regarding sensitivity, teachers identified 50 and 40.7 % of students who repeatedly reported at-risk levels of depression and anxiety, respectively. Teachers falsely identified as symptomatic 16.2 and 17.5 % of students with typical levels of depression and anxiety, respectively. These findings suggest teachers can identify approximately half of children who experience at-risk levels of depression and anxiety, but substantial miss rates call into question this method for use as either an alternative to universal screenings or as an initial step (gatekeeper role) in a multi-modal identification process.

### **The need and opportunity to expand substance use disorder treatment in school-based settings**

Authors: Michael Dennis, Westley Clark & Larke Huang

Journal: *Advances in School Mental Health Promotion*

Year: 2014

In this paper, we explore the unmet need for substance use disorder (SUD) treatment among youth, its consequences, and the opportunity to address this gap due to the expansion of behavioral health services to school-based settings under the Parity and Affordable Care Acts. We discuss the importance of using evidence-based approaches to assessment and treatment to ensure effectiveness and cost-effectiveness and show how the severity of SUD is related to a wide range of school, substance, mental, health, and health care utilization problems. Next, we introduce the other three articles in the special issue that further demonstrate the feasibility and



impact of using these evidence-based practices in school-based settings, the challenges of identifying and interviewing with youth, and the need for a full continuum of interventions. In each of these areas we try to draw out the policy implication of these trends and papers.

### **Feasibility of implementing the Adolescent Community Reinforcement Approach in school settings for adolescents with substance use disorders**

Authors: Brooke Hunter, Mark Godley & Susan Godley

Journal: Advances in School Mental Health Promotion

Year: 2014

Abstract: Nationally, approximately 10% of adolescents in need of treatment for a substance use (SU) disorder receive treatment. School-based treatment may provide an important opportunity to reduce the treatment gap by facilitating access to services. While some school-based SU treatment exists, little is known about whether newer, evidence-based treatments (e.g. Adolescent Community Reinforcement Approach [A-CRA]) can be well implemented in schools. The objectives of this study were to compare adolescents receiving A-CRA services in school-based versus clinic-based settings in regard to (1) intake characteristics, (2) treatment implementation quality, and (3) clinical outcomes. Results suggest that A-CRA in school-based settings was more likely to reach girls and youth with shorter SU histories; A-CRA was well implemented within school-based settings and the school-based group had equivalent or better outcomes than the clinic-based group.

## **IN THE NEWS**

### ***Mental health support lacking in schools***

This *Times Leader* article highlights the unmet need of children's mental health and ineffectiveness of current school suspension and expulsion policies to address disruptive and aggressive behaviors. The need for bipartisan support of pending legislation to improve access to school-based mental health services is highlighted.

<http://www.timesleader.com/news/otheropinion/1376798/COMMENTARY:-MICHAEL-GAGLIARDI-Student-turmoil-goes-untreated>

### ***Mental health awareness on the front line for teachers, school administrators***

ABC 13 Eyewitness News covers May 16<sup>th</sup> as Mental Health Awareness Day by highlighting the experience of families with children who have an emotional or behavioral disorder. The role of evaluation as well as access to treatment is presented.

<http://abc13.com/archive/9523890/>

### ***Impact of Childhood Bullying Evident After 40 Years***

New research conducted in the United Kingdom suggests that the negative effects of childhood bullying are still evident nearly 40 years later. The study was the first to look at the effects of bullying beyond early adulthood. Over a quarter of children in the study's sample endorsed being bullied occasionally, and 15% reported being bullied frequently. Individuals who were bullied during childhood were found to have poorer physical and psychological health and cognitive functioning at age 50. Individuals who were frequently bullied were at an increased risk of



depression, anxiety disorders, and suicidal thoughts.  
<http://www.sciencedaily.com/releases/2014/04/140417212510.htm>

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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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