

*January 13, 2014*

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## **CSMH NEWS AND RESOURCES**

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### ***Request for Proposals: 19<sup>th</sup> Annual Conference on Advancing School Mental Health***

Proposals are now being accepted 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. The Conference is hosted by the Center for School Mental Health (CSMH) and the IDEA Partnership (funded by the Office of Special Education Programs (OSEP), sponsored by the National Association of State Directors of Special Education). The theme of the conference is ***School Mental Health: Enhancing Safe, Supportive and Healthy Schools***. The conference features twelve specialty tracks and also includes a special topic area on funding and sustainability in school mental health. The Annual Conference offers speakers and participants numerous opportunities to advance knowledge and skills related to school mental health practice, research, training, and policy. The conference emphasizes a shared school-family-community agenda to bring high quality and evidence-based mental health promotion, prevention, and intervention to students and families. The intended audience for the conference includes clinicians, educators, administrators, youth and family members, researchers, primary care providers, advocates, and other youth-serving professionals.

**The deadline for submissions is February 4, 2014--all proposals must be submitted online:**  
<http://csmh.umaryland.edu>

### ***Upcoming Webinar***

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

The Center for School Mental Health at the University of Maryland School of Medicine and the IDEA Partnership (funded by the Office of Special Education Programs (OSEP), sponsored by the National Association of State Directors of Special Education) are pleased to present a school mental health webinar, **Now is the Time: The President's Proposals to Improve School Climate, Mental Health Services, School Safety and Emergency Planning, on January 30, 2:00p.m.-3:15p.m. ET.**

#### **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*

*Ingrid Donato, Branch Chief, Mental Health Promotion, Center for Mental Health Services, Substance Abuse and Mental Health Services Administration (SAMHSA)*

#### **Presentation Description:**

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 session will provide an overview of federal efforts that have already been put in place, as well as those that have been proposed for the upcoming years. The presenters will also provide participants with information about other existing federal initiatives to prevent youth violence and promote positive student outcomes. Presenters will discuss strategies that support students, schools, and communities as well as highlight the importance of cross-system partnerships.

**Registration is required to participate in this free webinar**

<http://events.constantcontact.com/register/event?llr=449dw4cab&oeidk=a07e8s2s4nz2d11b57a>

**After you register, you will receive a confirmation email with detailed instructions for joining the webinar.**

**If you have questions about registration please contact:**

Mariola Rosser mariola.rosser@nasdse.org (before the webinar)

Mironda Shepard mironda.shepard@nasdse.org (during the webinar)

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

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

**CURRENT EVENTS AND OPPORTUNITIES**

***Orientation to International Classification of Diseases Diagnosis***

This 3 credit continuing education program offers an overview of the World Health Organization's International Classification of Diseases; an introduction to the ICD-10-CM set of diagnostic codes that will be required for billing and health information in the United States on Oct. 1, 2014; and a preview of the ICD-11, which is currently under development. The ICD and DSM classification systems are also compared and contrasted.

**Presenter:** Carol D. Goodheart, EdD

**For more information:**

[http://apa.bizvision.com/product/clinician-corner-workshop/orientationtoicddiagnosis\(9667\)](http://apa.bizvision.com/product/clinician-corner-workshop/orientationtoicddiagnosis(9667))

***Children’s Mental Health Awareness Day 2014 Kickoff Call***

Join Gary Blau, Ph.D., Branch Chief, Child, Adolescent & Family Branch of Center for Mental Health Services at the Substance Abuse and Mental Health Services Administration (SAMHSA) and the Caring for Every Child's Mental Health Campaign on **Wednesday, January 15, at**

**3p.m. EST** for the Awareness Day 2014 Kickoff Call!

Call-in #: 1-888-737-5834

Passcode: 858453

**For more information:** <http://www.samhsa.gov/children/national.asp>

## *Upcoming Webinars*

### ***State Approaches to Medicaid Expansion***

The National Academy for State Health Policy is hosting a webinar on **January 27th**. This webinar will provide a closer look at the various ways states are expanding Medicaid to those who are newly eligible for the program. Network faithful interested in how states are addressing the issue of Medicaid expansion are encouraged to attend.

**For more information:** <http://www.cmhnetwork.org/news/state-approaches-Medicaid-expansion>

### ***DSM-V: Development Considerations and Clinical Implications for Young Children: Part II***

The National Child Traumatic Stress Network presents a webinar, **Diagnostic Statistical Manual-5 (DSM-V): Development Considerations and Clinical Implications for Young Children: Part II**, on **Wednesday, January 29 at 8:00 AM PST/11:00 AM EST**. The presenters are Dr. Julie Larrieu, Tulane University, and Dr. Chandra Ghosh-Ippen, University of California San Francisco. The presenters will discuss the implications of the changes in the DSM-5 as they relate to young children. For more information: <http://learn.nctsn.org/>

### ***Drilling Down: An Analytical Look at EBP Resources***

On **February 6, 2014, at 2 p.m. ET**, the Office of Juvenile Justice and Delinquency Prevention, in collaboration with the National Juvenile Justice Evaluation Center, will present Drilling Down: An Analytical Look at EBP Resources. This 90-minute webinar will focus on evidence-based practice (EBP) resources available to juvenile justice and youth service professionals. Panelists will discuss ways to apply EBP to daily work in the field and to be critical consumers of research evidence. Other topics will include a comparison of rating systems and additional uses for the information. **For more information and to register:**

[https://events-na8.adobeconnect.com/content/connect/c1/1110525827/en/events/event/shared/default\\_template\\_simple/event\\_registration.html?sco-id=1226794353& charset =utf-8](https://events-na8.adobeconnect.com/content/connect/c1/1110525827/en/events/event/shared/default_template_simple/event_registration.html?sco-id=1226794353& charset =utf-8)

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## **POLICY ANNOUNCEMENTS**

### ***Federal Mental Health Funding***

The White House announced that \$100 million will soon be available to increase access to mental health and improve mental health facilities. The funds will be divided between the U.S. Departments of Health and Human Services and Agriculture. The Department of Health and

Human Services will receive \$50 million for mental health services at community health centers. Made available by the Affordable Care Act, the funding's intended use is for hiring mental health professionals and adding mental health and substance use services. The Department of Agriculture will also receive \$50 million to address the challenge of proximity to mental health services in rural America. The funds, made available through the Department's Community Facilities direct loan program, will be used to construct mental health service facilities or to implement innovative tools such as telehealth technology in rural schools, community centers, and other community based settings. Additionally, the President's proposed FY2014 Budget allocates an additional \$130 million to support efforts such as helping teachers and other adults who work with youth to recognize signs of mental illness and connect children and their families to appropriate treatment.

<http://www.whitehouse.gov/the-press-office/2013/12/10/vice-president-biden-announces-100-million-increase-access-mental-health>

### ***Affordable Care Act Video Tool***

Healthline recently released a video tool for consumers on the Affordable Care Act. The video *Health Insurance Exchanges 101: The Affordable Care Act Explained*, is available, (along with other videos on the ACA)

<http://www.healthline.com/health/consumer-healthcare-guide/health-exchanges>.

### ***NAMI Review of State Mental Health Legislation***

The National Alliance for the Mentally Ill (NAMI) released its year-end review of state legislative actions affecting people living with mental illness. The report describes a wave of state legislative action culminating around several high profile issues such as health reform and school violence. Themes that emerged were mental health improvement, crisis/inpatient care, community mental health, criminal justice, and civil rights/stigma reduction. The report also highlights school mental health training and services in several states including Arkansas, Connecticut, Georgia, Indiana, Louisiana, Minnesota, Oregon, Texas, Utah, and Washington.

[http://www.nami.org/Content/NavigationMenu/State\\_Advocacy/Tools\\_for\\_Leaders/2013StateLegislationReportFinal.pdf](http://www.nami.org/Content/NavigationMenu/State_Advocacy/Tools_for_Leaders/2013StateLegislationReportFinal.pdf)

## **RESEARCH and GRANT OPPORTUNITIES**

### ***Grant Opportunities***

#### **Health & Wellness Grants by the Rite Aid Foundation**

The Rite Aid Foundation is dedicated to helping communities lead happier, healthier lives and seeks to fund programs that focus on health and wellness in areas in which Rite Aid operates. Award amounts vary. Nonprofit organizations are eligible to apply. Deadline for application is January 15, 2014.

<https://www.riteaid.com/about-us/rite-aid-foundation>

#### **Education Equity Grants for Women and Girls**

The Community Action Grants Program provides funds to individuals, American Association of

University Women (AAUW) branches, and AAUW state organizations as well as local community-based nonprofit organizations for innovative programs and non-degree research projects that promote education and equity for women and girls. Special consideration is given to projects focused on K–12 and community college girls’ and women’s achievements in science, technology, engineering, or math. One year grants of \$2,000 to \$7,000 and two year grants of \$5,000 to \$10,000 are available to select applicants. To be eligible, applicants must be women who are U.S. citizens or permanent residents, or nonprofit organizations based in the United States. Deadline for application is January 15, 2014.

<http://www.aauw.org/what-we-do/educational-funding-and-awards/community-action-grants/>

### **Select 25 (UT)**

The Select Health is supporting the Select 25 awards program. It supports those who encourage healthy behaviors or serve populations with special needs. Twenty-five, \$2,500 grants, will be awarded. Nonprofits and schools are eligible to apply. Deadline for application is January 19, 2014.

<http://selecthealth.org/stayhealthy/Select25/Pages/home.aspx>

### **SAMHSA: Statewide Family Network Program grants**

The Substance Abuse and Mental Health Services Administration, Center for Mental Health Services, is accepting applications for the Statewide Family Network Program grants. The purpose of this program is to enhance state capacity and infrastructure to better respond to the needs of children and adolescents with serious emotional disturbances and their families by providing information, referrals, and support to families who have a child with a mental health challenge, and to create a mechanism for families to participate in state and local mental health services planning and policy development. Eligible applicants are family-controlled domestic public and private nonprofit organizations in states, territories, and Tribes. SAMHSA will make only one award per state, territory and tribe that do not have a currently funded Statewide Family Network grants. Up to five awards will be funded for up to \$98,000/year for up to three years. Deadline for application is February 28, 2014. <http://beta.samhsa.gov/grants/grant-announcements/sm-14-005>

## **NEW LITERATURE AND RESOURCES**

### ***Reports***

#### **Parent Education to Strengthen Families and Reduce the Risk of Maltreatment**

This issue brief reviews key research findings on the characteristics and training strategies of successful parent education programs that strengthen families and prevent maltreatment. The issue brief also includes information on evidence-based and evidence-informed programs and a registry of resources.

[https://www.childwelfare.gov/pubs/issue\\_briefs/parented/](https://www.childwelfare.gov/pubs/issue_briefs/parented/)

## **The Military Great Think**

The Boys and Girls Clubs of America's Great Think series target public-private partnerships that promote positive futures for America's youth. This particular report focuses on the challenges children growing up in military families face. The report reviews measures that public, private, non-profit sectors can take to help children cope with the unique pressures and circumstances and reach their full potential.

<http://www.bgca.org/GreatThink2/Pages/Military.aspx>

## **Resources**

### **Infographic: When Parents Talk about Prescription Drug Abuse, Kids Listen**

PromotePrevent at Education Development Center, Inc. (EDC) has initiated a new online resource to help parents communicate with their children about drug use. In the age of smartphones, teens are so immersed in media that it may seem hard to get their attention. SAMHSA recently found that one in five parents of teens didn't think they had much influence on whether their teen used substances. One in ten parents of teens hadn't spoken to their child about substance use within the past year. Importantly, parents play a huge role in whether their children end up abusing substances. Teenagers who learn about the dangers of prescription drug use from their parents were significantly less likely to use substances than those who did not. This online resource includes a kit for parents about how to talk with their children about drug and alcohol use and resource toolkit on how to prevent drug and alcohol use.

[http://www.promoteprevent.org/blog/infographic-when-parents-talk-about-prescription-drug-abuse-kids-listen-even-if-they-pretend?utm\\_source=Post+43+-+Rx+Drug+Abuse&utm\\_campaign=IS-CC&utm\\_medium=email](http://www.promoteprevent.org/blog/infographic-when-parents-talk-about-prescription-drug-abuse-kids-listen-even-if-they-pretend?utm_source=Post+43+-+Rx+Drug+Abuse&utm_campaign=IS-CC&utm_medium=email)

### **Safe and Respectful Environment in Our Nation's Classrooms**

This training toolkit is made up of two modules that address bullying in classrooms. Specifically, it is designed for trainers to assist teachers in cultivating meaningful relationships with students while creating a positive climate in the classroom. The first module, *Understanding and Intervening in Bullying Behavior*, addresses how to identify and effectively intervene when bullying occurs (including tips on de-escalation). The second module, *Creating a Supportive Classroom Climate*, considers effective strategies to build a classroom climate in which bullying is less likely to occur.

<http://safesupportivelearning.ed.gov/creating-safe-and-respectful-environment-our-nations-classrooms-training-toolkit>

## **Journal Articles**

### **Reducing Aggression and Impulsivity Through School-Based Prevention Programs: A Gene by Intervention Interaction**

Authors: Rashelle J. Musci, Catherine P. Bradshaw, Brion Maher, George R. Uhl, Sheppard G. Kellam, Nicholas S. Ialongo

Journal: *Prevention Science*

Year: 2013

Abstract: A variety of school-based, universal preventive interventions have been developed to address behavioral and mental health problems. Unfortunately, few have been evaluated within

the context of randomized controlled trials with long-term follow-up. Even fewer still have examined the potential genetic factors that may drive differential impact of the intervention. In the present analysis, we examine the extent to which the longitudinal effects of two elementary school-based interventions were moderated by the brain-derived neurotrophic factor (BDNF) gene, which has been linked with aggression and impulsive behaviors. The sample included 678 urban, primarily African American children who were randomly assigned along with their teachers to one of three first grade classroom conditions: classroom-centered (CC) intervention, Family School Partnership (FSP), or a control condition. The teacher ratings of the youth's aggressive and impulsive behavior were obtained at baseline and in grades 6–12. Single-nucleotide polymorphisms (SNPs) from the BDNF gene were extracted from the genome-wide data. Longitudinal latent trait–state–error models indicated a significant interaction between a particular profile of the BDNF SNP cluster (46 % of sample) and CC intervention on impulsivity ( $\beta = -.27, p < .05$ ). A similar interaction was observed for the BDNF SNP cluster and the CC intervention on aggression ( $\beta = -.14, p < .05$ ). The results suggest that the impacts of preventive interventions in early elementary school on late adolescent outcomes of impulsivity and aggression can be potentially modified by genetic factors, such as BDNF. However, replication of these results is necessary before firm conclusions can be drawn.

### **Screening for Behavioral and Emotional Risk Versus Traditional School Identification Methods**

Authors: Katie Eklund, Erin Dowdy

Journal: School Mental Health

Year: 2013

Abstract: Systematic screening is one strategy to enhance the early identification of behavioral and emotional problems among youth. Although conceptually sound, it is unclear if screening is more or less effective than current school identification practices in identifying youth with behavioral and emotional concerns. This study compares screening for behavioral and emotional risk with current identification practices in schools to determine differences among referral methods, across a sample of elementary aged students ( $N = 867$ ). Results indicated that of the 160 students identified as at-risk by the screening measure, only 61 were previously identified through current school identification methods, highlighting the potential benefit of screening to enhance early identification. Results demonstrated internalizing and externalizing behaviors were significantly correlated with at-risk status by identification method. Furthermore, students identified as demonstrating behavioral and emotional concerns by both the screener and receiving school-based services had significantly lower academic achievement. Implications and future research needs are discussed.

### **Engaging Parents in Evidence-Based Treatments in Schools: Community Perspectives from Implementing CBITS**

Authors: Catherine DeCarlo Santiago, Gillian Pears, Shilpa Baweja, Pamela Vona, Jennifer Tang, Sheryl H. Kataoka

Journal: School Mental Health

Year: 2013

Abstract: This study explored parent engagement in an evidence-based treatment, the Cognitive Behavioral Intervention for Trauma in Schools (CBITS), which was delivered in a school setting. To examine the successes and challenges related to engaging parents in this school-based

program, we conducted qualitative interviews by phone to obtain data from clinicians, parents, and other school personnel across eleven schools from 3 different regions of the United States. Almost all of these schools served low-income and ethnically diverse communities. We describe general impressions of parent engagement, parent reactions and preferences with regard to CBITS, barriers to parent engagement, and how to overcome barriers from multiple perspectives. Parent engagement across schools varied, with extensive outreach and relatively good parent engagement in CBITS described in some schools, while in other schools, efforts to engage parents were not as consistent. Implications for future efforts to engage parents in school-based treatments are discussed.

## **IN THE NEWS**

### ***Schools Promoting ‘Trauma-Informed’ Teaching to Reach Troubled Students***

Backed by brain research, California schools are beginning to address the effect of severe trauma on the health and achievement of their students. In districts including Humboldt, Richmond, Santa Cruz, Aptos and San Francisco, groups of teachers are being trained to recognize that students’ explosive anger, classroom outbursts, habitual withdrawal and self-injurious behaviors could be symptoms of traumatic stress, the result of repeated exposure to violence, abuse and neglect. While other initiatives focus on providing counseling services to youth, these trainings aim to provide teachers with the science and skills to better manage traumatized students in the classroom, an approach known as “trauma-informed” or “trauma-sensitive” teaching. The trainings ask teachers and staff to look at how their tone may contribute, knowingly or unknowingly, to combative interactions with traumatized youth. Classroom strategies for managing traumatized students align with the evidence-based social and emotional programs that are part of a system known as Positive Behavioral Interventions and Supports, a program of school interventions that is recommended by the U.S. Department of Education and used in 600 California schools.

<http://edsources.org/today/2013/schools-focus-on-trauma-informed-to-reach-troubled-students/51619#.Uq9VfGYo6Uk>

### ***Seeing the Toll, Schools Revise Zero Tolerance***

The policy, zero tolerance, grew out of the war on drugs in the 1990s and received more support as a result of increasing school shootings over the past few years. However, mounting evidence indicates that get-tough policies in schools are leading to arrest records, low academic achievement and high dropout rates that especially affect minority students. As a result, cities and school districts around the country are rethinking their approach to minor offenses. Federal data indicates that more than 70 percent of students involved in arrests or referrals to court are black or Hispanic. In response, the Department of Justice and the Department of Education began aggressively to encourage schools to find new strategies to improve student behavior before arresting and/or pushing children out of school, even suing school districts to force change in schools. Counties like Broward County in Florida, are trying new approaches to

managing student behavior. The school district entered into a wide-ranging agreement last month with local law enforcement, the juvenile justice department and civil rights groups like the NAACP. to overhaul its disciplinary policies and de-emphasize punishment. Under the new agreement, students caught for the first time committing any of 11 nonviolent misdemeanors are no longer arrested and sent to court. Rather, they attend counseling and perform community service.

<http://www.nytimes.com/2013/12/03/education/seeing-the-toll-schools-revisit-zero-tolerance.html>

### ***Budget Deal Could Help Struggling Special Education Programs***

Budget cuts during the sequestration and government shutdown negatively affected special education programming by contributing to higher class sizes, larger caseloads, and fewer resources. In a survey conducted by the National Coalition on Personnel Shortages in Special Education & Related Services (NCPSSERS), a vast majority of the respondents (94%) said their school districts had been affected by budget cuts, and 83% said those budget cuts had affected the delivery of special education services. <http://www.usnews.com/news/articles/2013/12/11/budget-deal-could-help-struggling-special-education-programs>

### ***Protecting Children from Toxic Stress***

Based on the classic Adverse Childhood Events study (ACEs), this article highlights a risk factor referred to as "toxic stress". The multigenerational impact of socioeconomic stressors as well as a parent's own trauma history is discussed in terms of the physiological impact on children.

<http://opinionator.blogs.nytimes.com/2013/10/30/protecting-children-from-toxic-stress/?smid=tw-share& r=2>

### ***Head Start's Employees Report More Physical, Mental-Health Problems***

An anonymous online survey of more than 2,000 employees at 66 head start programs in Pennsylvania revealed that they may experience greater physical health concerns than comparable American women in similar social and economic status. High demands and low pay of this profession are hypothesized mechanisms of differential poor health for head start employees.

<http://www.nationaljournal.com/domesticpolicy/head-start-s-women-employees-report-more-physical-mental-health-problems-20131101>

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<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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