

October 14, 2014

CSMH NEWS AND RESOURCES

Highlights from the 19th Annual Conference on Advancing School Mental Health

The CSMH and the IDEA Partnership co-hosted the 19th Annual Conference on Advancing School Mental Health on September 18-20, 2014, in Pittsburgh, Pennsylvania. Attendees represented a diverse array of stakeholders including school-based health and mental health staff, administrators, legislators, educators, advocates, caregivers and youth from all 50 states and 7 countries. This year's conference theme was *School Mental Health: Enhancing Safe, Supportive and Healthy Schools*. National and international colleagues shared advances in school mental health from around the globe and participants attended diverse conference sessions from 13 specialty tracks. Outstanding keynote addresses on school-based prevention and disproportionality in school discipline, respectively, were delivered by Dr. Dennis Embry, President and Senior Scientist, PAXIS Institute and Dr. Russell J. Skiba, Professor, Counseling & Educational Psychology, Indiana University. In addition, key federal representatives presented a school mental health update. Federal plenary panel members included Norris Dickard, Director, Healthy Students Group, Office of Elementary and Secondary Education, U.S. Department of Education; Ingrid Donato, Branch Chief, Mental Health Promotion Branch, Substance Abuse and Mental Health Services Administration; and Sean Slade, Director of Whole Child Programs, ASCD (in collaboration with the Center for Disease Control). Another powerful aspect of the conference was hearing directly from youth stakeholders as they presented information about The Youth Lens Project which provides a way for young people to express what they know about isolation and stigma through words and pictures. Visit their website, www.youthlens.org.

The 2014 Juanita Cunningham Evans Memorial Award and the Youth and Family Partnership Award were presented at the conference during an Awards Luncheon. The Juanita Cunningham Evans Memorial Award was presented to *Sandra Keenan Williamson* who is a leader with the American Institutes for Research, for her outstanding contributions in advancing school mental health policy, research and practice in school mental health. We honored Ms. Williamson for this wonderful accomplishment and are pleased to continue to honor the memory of Juanita, a passionate advocate for children's mental health and our former grant officer. The Youth and Family Partnership Award is given each year to an exemplar school district, organization, or school mental health program that effectively partners with youth and families in delivering quality school mental health programming. We were honored to present the Youth and Family Partnership Award to Karen Sterling on behalf of *Canyons School District and its Community Partners* for their delivery of quality school mental health programming in close partnership with youth and families.

The CSMH is very appreciative of and values the collaboration of our strategic partner, The IDEA Partnership, funded by the Office of Special Education Programs (OSEP) housed at the National Association of State Directors of Special Education (NASDSE) for all their support of the conference and their co-facilitation of the National Community of Practice (CoP) on

Collaborative School Behavioral Health. The National CoP allows for the opportunity to continue learning beyond the conference, throughout the year on topics that are central to school mental health. Participants can stay connected to the practice groups by visiting www.sharedwork.org and can go deeper in learning, linking with other stakeholders interested in the same topic, across the United States.

Many thanks to all our Local Planning Committee Members (led by Kelly Perales from Community Care Behavioral Health) and our National Planning Committee Members, practice group facilitators, and to all of our speakers and participants for making this year's conference such a success. We are excited to announce that the 20th Annual Conference on Advancing School Mental Health will be held in New Orleans, Louisiana and look forward to sharing more information about next year's conference soon.

Enhancing Safe, Supportive, Healthy Schools Artwork

Artist George E. Miller II created "Enhancing Safe, Supportive, Health Schools," a beautiful commemorative poster for the 19th Annual Conference on Advancing School Mental Health. The artist describes his goal in creating this work as "depicting multiple stakeholders supporting a school. Educators, Social Workers, Counselors, Psychologists, Parents and Grandparents, everyone lending a hand to lift up our children and their schools from the danger of being swept away in the current. Isn't it wonderful to know that those strong pillars of our communities are there deflecting the waves of hopelessness, standing firm against the winds of injustice and holding fast despite the rain of poverty? Have you ever wondered how many of our children don't have that support? It still takes a village and perhaps it always will!" Autographed commemorative posters embossed with the GEM Art Studio seal are still available for purchase for \$25.00. Please feel free to call George E. Miller II at 904-521-4059 or order from his online gallery: <http://www.gemartstudio.com/Gallery.html>

Webinar Series on Funding and Sustainability for School Mental Health: Wednesday, October 22nd at 12:00EST

The Center for School Mental Health is hosting a monthly webinar series on funding and sustainability for school mental health. The sixth webinar in this series will be held **Wednesday October 22, 2014 at Noon Eastern Time. Elizabeth Freeman, Kelly Wells, and Mary Thorngren will present *Finding Funding: There IS a Way to Finance School Mental Health***. This presentation will present strategies on finding funding to support school mental health programs through partnerships with community and state agencies, blending funding strategies, and using Medicaid and other third-party billing sources. Participants will have the opportunity to Google their state's administrative claiming guide in order to garner an understanding of how to navigate the website. In today's uncertain economy, this information will be useful to those who need to find funding on supporting local school mental health programs.

To participate in the webinar, please follow two steps:

1. Go to this link:

<https://sas.illuminate.com/m.jnlp?sid=2011424&password=M.1FE2930859578CD65BAA4665A002FF>

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 Amanda Mosby, amosby@psych.umaryland.edu.

Archived Webinars:

The first four webinars in the CSMH series on funding and sustainability for school mental health were as follows:

May 21st: *Sustaining School Mental Health Services: Is there an App for that?*

June 11th: *Using EPSDT to bring Excellent Mental Health Treatment into Schools*

July 16th: *Creating a Self-Sustaining, Replicable School Mental Health Program*

August 20th: *Building a School-Based Prevention Support System: A Business Plan*

September 10th: *Cracking the Code: How to Design a Successful Business Model for Funding School Mental Health*

The webinar recordings and PowerPoint slides are available at

<http://csmh.umaryland.edu/Resources/ArchivedWebinars/index.html>

CURRENT EVENTS AND OPPORTUNITIES

Bullying Prevention Awareness Month

October is National Bullying Prevention Awareness Month. StopBullying.gov has excellent resources to promote bullying prevention in your school and community and ensure that all students feel safe and are able to thrive academically and socially.

<http://www.stopbullying.gov/>

Suicide Prevention and Intervention Research Study Opportunity

School counselors, social workers, school psychologists, and professional counselors have the opportunity to participate in a research student on self-perceived confidence levels in providing suicide intervention and prevention in relation to experience and training in suicide identification and assessment. **The survey consists of 23 items, requires less than 10 minutes to complete, and is confidential.** Should you have any questions or experience problems accessing the survey, please contact Rob Schmidt, 443-262-2990.

<http://www.surveygizmo.com/s3/1808557/Child-Adolescent-Suicide-Intervention-Preparedness-Survey>

The Lancet Psychiatry School Mental Health Publication Series and Podcast

The *Lancet Psychiatry* has released a new publication series, “Mental Health Interventions in Schools” examining school mental health interventions in high-income and low-income countries. In addition, a podcast, with one of the lead authors, highlights current mental health provision and the practicalities of implementing more services in schools around the world.

<http://www.thelancet.com/series/mental-health-interventions-schools>

Upcoming Webinars

Webinar: Engage, Equip and Empower Students to Reduce Bullying, Harassment and Cyberbullying

Community Matters will be hosting the webinar, **Engage, Equip and Empower Students to Reduce Bullying, Harassment and Cyberbullying**. This webinar will be presented by Rick Phillips, Executive Director and Founder of Community Matters and will review core principals of bystander education to help students to move from being bystanders to "upstanders".

Date: October 22, 2014

Time: 10:00- 11:00 AM PDT

Click here to register prior to the event:

https://www1.gotomeeting.com/register/484698569?utm_source=WSC+Update+-+Issue+20&utm_campaign=WSC+Update+%2320&utm_medium=email

NEW LITERATURE AND RESOURCES

Reports

Measuring Elementary School Students' Social and Emotional Skills

Child Trends and the Tauck Family Foundation created tools to assess and monitor efforts to improve students' social and emotional skills in schools, which are summarized in *Measuring Elementary School Students' Social and Emotional Skills: Providing Educators with Tools to Measure and Monitor Social and Emotional Skills that Lead to Academic Success*. The report reviews measures that assess five key social and emotional skills: self-control, persistence, mastery orientation, academic self-efficacy, and social competence. Teacher and student surveys to assess these social and emotional skills are provided, based on reviews of existing measures, with recommendations for implementation.

<http://www.childtrends.org/?publications=measuring-elementary-school-students-social-and-emotional-skills-providing-educators-with-tools-to-measure-and-monitor-social-and-emotional-skills-that-lead-to-academic-success>

Indicators of School Crime and Safety: 2013

The National Center for Education Statistics published the most recent annual report of *Indicators of School Crime and Safety: 2013*. This report is a compilation of data on school crime and student safety from multiple sources, including national surveys of students, teachers, and school administrators as well as postsecondary institutions. Findings include statistics on the number of violent deaths, bullying incidents, fights, and substance use at school. There was a general decrease in student-reported nonfatal student victimization, gang presence, hate-related crimes, and students possessing weapons at school. There was a general increase in illegal drug availability on school property, student tardiness and class cutting that interfered with teaching, female consumption of alcohol, and use of marijuana at school, as well as a general increase in

security monitoring and controlling access to school buildings. Statistics for different racial/ethnic groups, genders, types of schools and community populations are provided. <http://nces.ed.gov/programs/crimeindicators/crimeindicators2013/index.asp>

Unlocking Opportunity for African American Girls: A Call to Action for Educational Equity

The National Women's Law Center and NAACP Legal Defense and Educational Fund, Inc. released a report *Unlocking Opportunity for African American Girls: A Call to Action for Educational Equity*. This report describes barriers that impede educational success for African American girls, the effect of these barriers on African American females, and interventions that may improve outcomes for African American females. Review of historical and research literature are provided to support data on disparities in academic, health, mental health, and economic outcomes for African American females. Changes that would support positive development for African American girls are provided at multiple levels of intervention, including changes in schools, school districts, families, communities, and policies.

<http://www.nwlc.org/resource/unlocking-opportunity-african-american-girls-call-action-educational-equity>

Resources

General Youth Topics

FindYouthInfo.gov is a U.S. government sponsored website that helps to create, maintain and strengthen effective youth programs. They provide helpful information, strategies, tools and resources for youth, families, schools and communities on a wide variety of youth topics. The site has recently released a comprehensive update to its page focused on Reconnecting Youth, and has also added two new topics: Youth Suicide Prevention and Trafficking of Youth.

<http://findyouthinfo.gov/>

Supporting Families with LGBTQ Youth

The Substance Abuse and Mental Health Services Administration's KSOC-TV (The Knowledge Network for Systems of Care) released a webcast last month entitled, *Supporting Families with LGBTQ Youth*, which is now available online. Along with this webisode, the SAMSHA website provides additional helpful resources for practitioners working with families with LGBTQ youth including *A Practitioner's Resource Guide: Helping Families to Support Their LGBT Children and Improving Emotional and Behavioral Outcomes for LGBT Youth*.

<http://beta.samhsa.gov/children/multimedia>

Teen Mental Health

Teenmentalhealth.org is a website that provides psychoeducation to teens about a variety of topics including mental disorders, brain injury, healthy sleep and understanding stigma developed by the Department of Psychiatry at Dalhousie University, in Nova Scotia, Canada. It also provides stories from youth experiencing mental health challenges that teens can relate to along with information on mental health emergency contacts, teen behavior, the teen brain, and

suicide. Resources and tools are also available for parents, friends, health professionals, and educators.

<http://teenmentalhealth.org/>

Journal Articles

Differences in School-Based Referrals for Mental Health Care: Understanding Racial/Ethnic Disparities Between Asian American and Latino Youth

Authors: Sisi Guo, Sheryl H. Kataoka, Laurel Bear, & Anna S. Lau

Journal: School Mental Health

Abstract/Summary: School-based mental health services (SBMHS) are thought to reduce access barriers and disparities in care. This study explores whether there is parity or disparity in SBMHS referral and receipt between two ethnic minority groups and identifies explanations for observed differences. Asian American and Latino students from one urban school district completed a mental health survey at the beginning of the 2010–2011 academic year assessing behavior problems and impairment. Information regarding SBMHS referral and receipt were obtained at end of the school year. Latino youth were more than 4 times more likely to be referred to SBMHS than Asian Americans. Differences in referral likelihood were partially mediated by externalizing problems, school bonding, impairment, and academic performance. However, a statistically significant direct effect of race/ethnicity remained to predict referral even after accounting for these factors. Following referral, no racial/ethnic differences were found in acceptance and receipt of treatment. These findings suggest that usual referral processes through SBMHS gatekeepers may still result in disparities in care despite equivalent access, with Asian Americans more likely to have needs unmet.

Military Parents' Perceptions of Public School Supports for Their Children

Authors: Ruth Berkowitz, Kris M.T. De Pedro, Julie Couture, Rami Benbenishty, & Ron Avi Astor

Journal: Children & Schools

Abstract/Summary: This study examined how military-connected (MC) and nonmilitary parents perceive civilian schools' climate, schools' encouragement of parental involvement, problems in school, their needs in school, and their school satisfaction. The sample comprised 3,914 parents from eight school districts in the San Diego area. The parents completed the core and MC parent modules of the California School Climate Survey for Parents. Approximately 10 percent identified themselves as MC. Military parents provided significantly more negative assessments of schools' climate and encouragement for parental involvement compared with nonmilitary parents in the same schools. Nevertheless, they saw fewer violence problems in schools compared with nonmilitary parents. Military parents' most pressing need was for information on educational resources for military families. Although military parents were satisfied with many aspects of the school, a relatively large proportion expressed dissatisfaction with a sense of connection to other families in the school, the degree of understanding that staff showed them, and the responsiveness of the school administration to their concerns. Educators and social workers may need more training regarding military culture and the needs of military students and families. Programs should be developed to effectively involve military parents in schools and address their needs.

Insufficient Sleep in Adolescents and Young Adults: An Update on Causes and Consequences

Author: Judith Owens

Journal: Pediatrics

Abstract/Summary: Chronic sleep loss and associated sleepiness and daytime impairments in adolescence are a serious threat to the academic success, health, and safety of our nation's youth and an important public health issue. Understanding the extent and potential short- and long-term repercussions of sleep restriction, as well as the unhealthy sleep practices and environmental factors that contribute to sleep loss in adolescents, is key in setting public policies to mitigate these effects and in counseling patients and families in the clinical setting. This report reviews the current literature on sleep patterns in adolescents, factors contributing to chronic sleep loss (i.e., electronic media use, caffeine consumption), and health-related consequences, such as depression, increased obesity risk, and higher rates of drowsy driving accidents. The report also discusses the potential role of later school start times as a means of reducing adolescent sleepiness.

Measuring Mental Health and Wellbeing Outcomes for Children and Adolescents to Inform Practice and Policy: A Review of Child Self-report Measures

Authors: Jessica Deighton, Tim Croudace, Peter Fonagy, Jeb Brown, Praveetha Patalay, & Miranda Wolpert

Journal: Child and Adolescent Psychiatry and Mental Health

Abstract/Summary: There is a growing appetite for mental health and wellbeing outcome measures that can inform clinical practice at individual and service levels, including use for local and national benchmarking. Despite a varied literature on child mental health and wellbeing outcome measures that focus on psychometric properties alone, no reviews exist that appraise the availability of psychometric evidence *and* suitability for use in routine practice in child and adolescent mental health services (CAMHS) including key implementation issues. This paper aimed to present the findings of the first review that evaluates existing broadband measures of mental health and wellbeing outcomes in terms of these criteria. The following steps were implemented in order to select measures suitable for use in routine practice: literature database searches, consultation with stakeholders, application of inclusion and exclusion criteria, secondary searches and filtering. Subsequently, detailed reviews of the retained measures' psychometric properties and implementation features were carried out. 11 measures were identified as having potential for use in routine practice and meeting most of the key criteria: 1) Achenbach System of Empirically Based Assessment, 2) Beck Youth Inventories, 3) Behavior Assessment System for Children, 4) Behavioral and Emotional Rating Scale, 5) Child Health Questionnaire, 6) Child Symptom Inventories, 7) Health of the National Outcome Scale for Children and Adolescents, 8) Kidscreen, 9) Pediatric Symptom Checklist, 10) Strengths and Difficulties Questionnaire, 11) Youth Outcome Questionnaire. However, all existing measures identified had limitations as well as strengths. Furthermore, none had sufficient psychometric evidence available to demonstrate that they could reliably measure both severity and change over time in key groups. The review suggests a way of rigorously evaluating the growing number of broadband self-report mental health outcome measures against standards of feasibility and psychometric credibility in relation to use for practice and policy.

POLICY ANNOUNCEMENTS

Grandparent or Great-Grandparent Custody & Visitation

In the weeks following National Grandparents' day (September 7th), it is important to reflect on the nearly 7.1 million grandparents that have grandchildren under the age of 18 living with them. During the 2014 legislative session, 24 states considered 48 bills dealing with grandparent or great-grandparent custody and visitation. This latest trend of grandparent custody and visitation has led to enacted legislation on ways to support relative caregivers -- particularly grandparents. In **Louisiana**, SB 578 allows a grandparent to be granted reasonable visitation rights if the court finds that it is in the best interest of the child, whether they were granted custody or not. In **California**, AB 1628 allows grandparents to seek visitation with grandchildren if one of the parents is incarcerated or institutionalized, even if the natural or adoptive parents are married. In **Virginia**, HB359 includes step-grandparents in the definition of people with a legitimate interest in the custody, visitation and support of a child. And in **Illinois**, the House Rules Committee is pending action on creating the Grandparents Custody Assistance Fund, which provides grants to public or private non-profit agencies that provide pro bono legal assistance to a grandparent or other first-degree relative seeking custody of a child. For more information, please visit: <http://www.ncsl.org/blog/2014/09/10/grandparents-day-spotlights-grandparents-as-caregivers.aspx>

H.R. 4980: Preventing Sex Trafficking and Strengthening Families Act

On September 18th, the Senate unanimously passed The Preventing Sex Trafficking and Strengthening Families Act (H.R. 4980) just before leaving Washington for the campaign season. The bill: 1) requires states to identify, collect and report data on, and determine appropriate services or children in the foster care system that have been or are at-risk of being sexually trafficked or have run away; 2) Establishes a National Advisory Committee on the Sex Trafficking of Children and Youth which will develop guidelines and recommendations for states and the federal government on how best to address the sex trafficking of children and youth; and 3) Includes sex trafficking data in the Adoption and Foster Care Analysis Reporting System (AFCARS). The act also reauthorizes an important incentive fund that promotes adoptions from foster care, makes improvements in that fund, and extends it to promote guardianship. The bill also provides one more year of funding for the federal Family Connection Grants that support Kinship Navigators, Intensive Family Finding, Family Group Decision Making, and residential family substance abuse treatment. For more information, visit: <https://www.govtrack.us/congress/bills/113/hr4980#overview>

Senate Finance Explores Future of CHIP

This year marks the Children's Health Insurance Program's (CHIP) 17th birthday. With strong bi-partisan support, CHIP has helped millions of families afford comprehensive health coverage. Since its enactment, the uninsured rate for children has been cut in half (13.9 percent in 1997 to 6.6 percent in 2012). However, CHIP's federal funding is set to expire at the end of September 2015 - putting hundreds of thousands of children at risk of losing coverage. On September 16, the Senate Finance Subcommittee on Health Care held a hearing to discuss the impact and future of CHIP. The Subcommittee hearing featured testimony from a range of experts on children's

health coverage, including Bruce Lesley (President, First Focus), Dr. James Perrin (President, American Academy of Pediatrics), Cathy Caldwell (Director, Alabama Bureau of Children's Insurance), and Dr. Douglas Holtz-Eakin (President, American Action Forum). Each witness highlighted the success CHIP has played in promoting the health of America's children and the potential risks facing many families if funding expires. Although CHIP is authorized through 2019, its funding is set to come to a close in the fall of next year.

RESEARCH and GRANT OPPORTUNITIES

Announcement

2014 Community Innovation Awards

Connect 4 Mental Health (C4MH) will issue four awards to U.S.-based community programs exhibiting innovative work in the four C4MH pillars — early intervention, creative use of technology, continuity of care, and service integration (one winner in each pillar). Winners will exemplify the mission of C4MH, implementing approaches that support individuals living with serious mental illness and their families, and that also may positively impact the communities in which they live. Awards of \$10,000 are available for the winning applicants. Nonprofit organizations are eligible to apply.

<http://healthinschools.org/News-Room/Grant-Alerts/2014-Community-Innovation-Awards.aspx>

IN THE NEWS

Why Do Girls Tend To Get Better Grades than Boys?

An article in The Atlantic reports on a meta-analysis comprised of 369 studies that examined the academic grades of over one million boys and girls from 30 different nations. The findings show that girls earn higher grades in every subject, including the science-related fields where boys are thought to surpass them. According to researchers, these findings suggest that the school experience may play into the strengths of girls and the weaknesses of boys in learning. The article highlights that girls succeed over boys in school because they tend to be more mastery-oriented in their schoolwork habits. They are more apt to plan ahead, set academic goals, and put effort into achieving those goals. In contrast, boys may be more performance-oriented with less focus on organization skills.

<http://www.theatlantic.com/education/archive/2014/09/why-girls-get-better-grades-than-boys-do/380318/>

Positive School Climate Can Equal a Successful School Year

A new report from Child Trends reports that an increasing number of schools and school districts across the country are focusing on creating a positive school climate. These efforts are guided by a significant body of research attesting to the educational and developmental benefits of this approach. Factors including supportive teachers and the availability of additional supports for students struggling with learning disabilities or mental health challenges promote a positive

school climate. In addition, the National Center on Safe Supportive Learning Environments (NCSSLE) is currently helping schools and communities contend with many factors that affect school climate, such as bullying, harassment, violence, and substance abuse.

http://www.childtrends.org/a-positive-school-climate-can-mean-a-successful-school-year/?utm_content=buffer9f5b5&utm_medium=social&utm_source=facebook.com&utm_campaign=buffer#sthash.Z4WyjBg6.dpuf

Music Training Boosts Brain Function in At-Risk Kids

A new report from Healthline News reports on a study that found that children who studied music for two years were better able to tell the difference between similar speech sounds than their peers. Researchers measured neural responses from students using a difficult hearing test that can predict performance on a wide range of speech, language, and reading tasks. Children who had studied music for one year didn't show any improvements. But the children who had studied for two years were able to make larger, sharper, and cleaner distinctions between the two sounds. The effects were greatest among the children who had spent the most time in music training. Although the effects of music training on the children's brains was relatively small, This study suggests that better sound processing in the brain may be tied to better language learning later on.

<http://www.healthline.com/health-news/music-training-boosts-brain-function-090314#1>

Put the Physical Back in Education

An article in the New York Times reports on a study that examined the effects of physical activity on academic achievement among forty 8-10-year old children, half of whom had ADHD. Results from the study showed marked improvements in math and reading comprehension scores after the children engaged in exercise. More striking, the children with ADHD significantly increased their scores on a complicated test, one in which they had to focus on a single cartoon fish on-screen while other cartoon fish flashed on-screen to distract them. Also, brain-wave readings showed that after exercise, the children with ADHD were better able to regulate their behavior, which helped them pay attention.

http://well.blogs.nytimes.com/2014/09/04/adhd-children-exercise/?_php=true&_type=blogs&_php=true&_type=blogs&ref=health&r=1

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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first name. *Please leave the message blank. You will receive an email that you have been subscribed to the listserv.*

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