

November 25, 2014

CSMH NEWS AND RESOURCES

Save the date for the 20th Annual Conference on Advancing School Mental Health, which will be held in New Orleans from November 4-7, 2015.



Webinar Series on Funding and Sustainability of School Mental Health

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>

If you have any questions about the webinar series, please contact Amanda Mosby, amosby@psych.umaryland.edu.

Stay tuned for the next webinar in December! More information is forthcoming.

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 Webinars

Webinar: Understanding the Continuum of Informal and Formal Youth and Young Adult Peer Support

The Georgetown University National Technical Assistance Center for Children's Mental Health will be hosting the webinar, **Understanding the Continuum of Informal and Formal Youth and Young Adult Peer Support**. Young adult peer support is value added to the community based service array for youth and young adult struggling with mental health challenges. Peer support can be provided in a variety of ways along the continuum of informal social group settings to individual one-to-one service model. This webinar showcases efforts in the field that have effectively met the needs of youth and young adults. Youth MOVE National, utilizing literature from the field and application along the continuum, offers a framework for communities to follow when developing community based peer to peer opportunities.

Date: December 4, 2014

Time: 1:00- 2:30 PM EST

Click here to register prior to the event:

<http://gucchdtacenter.georgetown.edu/webinars.html>

NEW LITERATURE AND RESOURCES

Reports

The School Discipline Consensus Report: Strategies from the Field to Keep Students Engaged in School and Out of the Juvenile Justice System

The Council of State Governments Justice Center published *The School Discipline Consensus Report: Strategies from the Field to Keep Students Engaged in School and Out of the Juvenile Justice System*. This report summarizes research and policies about conditions needed for learning in schools, targeted behavioral interventions, school-police partnerships, courts and juvenile justice, information sharing and data collection on school discipline. Recommendations and strategies for effective school discipline across these different domains are provided, as well as specific examples from different states.

http://csgjusticecenter.org/wp-content/uploads/2014/06/The_School_Discipline_Consensus_Report.pdf

What Works Clearinghouse Intervention Report: Fast Track

The What Works Clearinghouse issued an Intervention Report on the *Fast Track: Elementary School* program. This report provides an overview of the Fast Track program, which is a multi-tiered approach to decreasing conduct problems and increasing academic and social-emotional development. This report compiles research and effectiveness summaries of Fast Track, and the findings meet the What Works Clearinghouse standards for children classified as having an emotional disturbance.

<http://ies.ed.gov/ncee/wwc/interventionreport.aspx?sid=628>

Creating Opportunity for Families: A Two-Generation Approach

The Annie E. Casey Foundation published the report *Creating Opportunity for Families: A Two-Generation Approach*, which reviews literature on challenges for low-income families and proposes an approach to strengthen families. The report suggests programs should support families in obtaining financial stability, access to early childhood and school experiences, and parenting strategies. The report also provides recommendations for policy changes to provide low-income families with these opportunities.

<http://www.aecf.org/resources/creating-opportunity-for-families>

Improving the Well-being of American Indian and Alaska Native Children and Families through State-level Efforts to Improve Indian Child Welfare Act Compliance

The National Indian Child Welfare Association released an issue brief, *Improving the Well-being of American Indian and Alaska Native Children and Families through State-level Efforts to Improve Indian Child Welfare Act Compliance*. This brief summarizes the Indian Child Welfare Act (ICWA) and complications associated with implementation of the law to support American Indian and Alaska Native children. Several promising practices in implementation of the ICWA are included, with examples of specific state laws and policies that have successfully supported child welfare through the ICWA. Additional resources are included in the report.

<http://childwelfareparc.org/brief-improving-the-well-being-of-american-indian-and-alaska-native-children-and-families-through-state-level-efforts-to-improve-indian-child-welfare-act-compliance/>

Substance Abuse Prevention in Schools

Child Trends recently developed a new brief that examines the connection between school policies targeting substance use and substance use in young adulthood. The brief outlines key findings on adolescent binge drinking; the effects of “zero tolerance” drug/and or alcohol policies, in-school drug awareness programs, and alcohol or drug treatment programs on young adults; and the influence of students’ connections to schools on their later drug or alcohol use.

<http://www.childtrends.org/wp-content/uploads/2014/10/2014-53NAHIICPolicyBrief1.pdf>

Resources

Trauma Informed Care: Perspectives and Resources Tool

JBS International's Disability Services Center and Georgetown University's National Technical Assistance Center for Children's Mental Health have created an educational tool to help build state-by-state and provider capacity to serve children and youth who have experienced trauma. This tool is now available online.

<http://gucchdtcenter.georgetown.edu/TraumaInformedCare/index.html>

Supporting Military Families and Children

The Center for Health and Health Care in Schools has compiled several resources for professionals working with military families and children.

<http://healthinschools.org/en/News-Room/Weekly-Insider/November-12-2014.aspx#topic>

Trauma-Informed Approaches Webisode

The Substance Abuse and Mental Health Services Administration's KSOC-TV (The Knowledge Network for Systems of Care) released a webcast last month entitled *Trauma-Informed Approaches for Caring for Every Child's Mental Health* that is now available online. The panelists on this webisode explore ways service systems can aid children, youth and families in overcoming traumatic experiences with the appropriate supports and interventions.

<http://bit.ly/1pw5s7d>

Preventing Sexual Assault on College Campuses

Bestcolleges.com, a site featuring college planning and academic resources for students, has recently developed a resource related to preventing sexual assault on college campuses. They aim to increase awareness about sexual assault and abusive partner relationships by addressing topics such as defining sexual assault, recognizing abuse, prevention, and recovery after assault.

<http://www.bestcolleges.com/resources/preventing-sexual-assault/>

Journal Articles

Motivational interviewing as a framework to guide school-based coaching

Authors: Jon Lee, Andy J. Fred, Keith Herman, & Wendy Reinke

Journal: Advances in School Mental Health Promotion

Abstract/Summary: In school-based settings, coaching is described as a professional development practice in which a person with specialized knowledge works with a teacher to change current practices to better student outcomes. Coaching has emerged as a strategy to support the successful deployment of evidence-based interventions. Still, little is known about the coaching process itself, and the literature does not yet clearly define the activities and skills that comprise the coaching process. In this article, we explore theoretical support for motivational interviewing (MI) [Miller, W. R., & Rollnick, S. (2012). *Motivational interviewing: Helping people change*. New York, NY: Guilford Press] as a behavior change theory to guide coaching practice and research. In addition, we propose activities to conceptualize the coaching process, identify skills that are likely to contribute to successful coaching, highlight specific interventions or models that have used an MI approach to increase implementation fidelity within the context of a coaching relationship, and discuss implications for future research and practice.

Teachers' role breadth and perceived efficacy in supporting student mental health

Authors: Kelly R. Mazzer & Debra J. Rickwood

Journal: Advances in School Mental Health Promotion

Abstract/Summary: Teachers are considered well placed to identify issues concerning students' mental health and well-being and can play a critical role in the helping process for their concerns. However, little is known about the views of teachers regarding their role in supporting student mental health and how well-equipped they feel to fulfill it. The aim of this study was to investigate teachers' perceived role breadth and perceived self-efficacy in supporting students' mental health. Interviews were conducted with 21 teachers from Canberra, Australia. Teachers viewed supporting student mental health as part of their role, though perceived a lack of knowledge and skills in mental health-related areas. They clearly emphasized the need to work within a well-coordinated pastoral care system. Additional training in mental health and clear role delineation within the school may assist teachers to feel better prepared to effectively and appropriately support student mental health.

Adverse childhood experiences, dispositional mindfulness, and adult health

Authors: Robert C. Whitaker, Tracy Dearth-Wesley, Rachel A. Gooze, Brandon D. Becker, Kathleen C. Gallagher, & Bruce S. McEwen

Journal: Preventive Medicine

Abstract/Summary: *Objective.* To determine whether greater dispositional mindfulness is associated with better adult health across a range of exposures to adverse childhood experiences (ACEs). *Methods.* In 2012, a web-based survey of 2160 Pennsylvania Head Start staff was conducted. We assessed ACE score (count of eight categories of childhood adversity), dispositional mindfulness (Cognitive and Affective Mindfulness Scale—Revised), and the prevalence of three outcomes: multiple health conditions (≥ 3 of 7 conditions), poor health behavior (≥ 2 of 5 behaviors), and poor health-related quality of life (HRQOL) (≥ 2 of 5 indicators). *Results.* Respondents were 97% females, and 23% reported ≥ 3 ACEs. The prevalence of multiple health conditions, poor health behavior, and poor HRQOL were 29%, 21%, and 13%, respectively. At each level of ACE exposure, health outcomes were better in those with greater mindfulness. For example, among persons reporting ≥ 3 ACEs, those in the highest quartile of mindfulness had a prevalence of multiple health conditions two-thirds that of those in the lowest quartile (adjusted prevalence ratio (95% confidence interval)=0.66 (0.51, 0.86)); for those reporting no ACEs, the ratio was 0.62 (0.41, 0.94). *Conclusion.* Across a range of exposures to ACEs, greater dispositional mindfulness was associated with fewer health conditions, better health behavior, and better HRQOL.

The effects of the evidence-based safe dates dating abuse prevention program on other youth violence outcomes

Authors: Vangie A. Foshee, Luz McNaughton Reyes, Christine B. Agnew-Brune, Thomas R. Simon, Kevin J. Vagi, Rosalyn D. Lee, & Chiravath Suchindran

Journal: Prevention Science

Abstract/Summary: In response to recent calls for programs that can prevent multiple types of youth violence, the current study examined whether Safe Dates, an evidence-based dating violence prevention program, was effective in preventing other forms of youth violence. Using

data from the original Safe Dates randomized controlled trial, this study examined (1) the effectiveness of Safe Dates in preventing peer violence victimization and perpetration and school weapon carrying 1 year after the intervention phase was completed and (2) moderation of program effects by the sex or race/ethnicity of the adolescent. Ninety percent (n=1,690) of the eighth and ninth graders who completed baseline questionnaires completed the 1-year follow-up assessment. The sample was 51% female and 26% minority (of whom 69 % was black and 31 % was of another minority race/ethnicity). There were no baseline treatment group differences in violence outcomes. Treatment condition was significantly associated with peer violence victimization and school weapon carrying at follow-up; there was 12% less victimization and 31 % less weapon carrying among those exposed to Safe Dates than those among controls. Treatment condition was significantly associated with perpetration among the minority but not among white adolescents; there was 23 % less violence perpetration among minority adolescents exposed to Safe Dates than that among controls. The observed effect sizes were comparable with those of other universal school-based youth violence prevention programs. Implementing Safe Dates may be an efficient way of preventing multiple types of youth violence.

POLICY ANNOUNCEMENTS

Section 504 of the Rehabilitation Act

On October 21st, the US Department of Education (ED) Office for Civil Rights (OCR) issued guidance for schools to understand their legal obligations related to bullying and students with disabilities. About 60 percent of students with disabilities are bullied regularly, compared with 25 percent of all students. This document builds on guidance issued in 2013 stating that bullying of students with disabilities on any basis can result in the denial of a free and appropriate public education (FAPE) under IDEA. The most recent guidance explains that bullying of a student with a disability on any basis can similarly result in a denial of FAPE under Section 504 of the Rehabilitation Act and reiterates schools' obligations to address conduct that may constitute a disability-based harassment violation. The full-text is available here:

<http://www2.ed.gov/about/offices/list/ocr/letters/colleague-bullying-201410.pdf>

Section 233 of the Protecting Access to Medicare Act (P.L. 113-93, section 223)

The Substance Abuse and Mental Health Services Administration (SAMHSA) held a listening session on the Excellence in Mental Health Act (EMHA) demonstration program on November 12, 2014. The EMHA is outlined in section 233 of the Protecting Access to Medicare Act (P.L. 113-93, section 223), which authorizes the establishment of certified community behavioral health clinics that focus on improving outcomes by increasing access to community-based behavioral health care, expanding the availability and array of services, improving the quality of care delivered to people with behavioral health challenges and enhancing Medicaid reimbursement for services provided by the certified community behavioral health clinics. SAMHSA is tasked with writing the federal regulations that will specify how organizations can meet the law's criteria to become Certified Community Behavioral Health Centers (CCBHCs). Attendees shared input on how SAMHSA should interpret the act's certification criteria for "Certified Community Behavioral Health Clinics" or CCBHCs. Though the text of the law

broadly outlined what services CCBHCs must provide, it left the details open to further clarification by SAMHSA. In states that are selected for the Excellence Act demonstration program, CCBHCs will be eligible for an enhanced payment rate based on their actual cost of providing services. Public comments will be accepted until 5:00 p.m. Eastern Time on November 26, 2014.

<http://www.samhsa.gov/about-us/who-we-are/laws-regulations/section-223>

Delaware House Bill 346

Building on progress made under a five-year U.S. Department of Justice settlement agreement to reform Delaware's public mental health care system, Governor Markell of Delaware signed legislation to modernize the civil commitment procedures, decrease the number of involuntary admissions and commitments, and ensure better civil rights protections and due process at all stages for individuals with a mental illness. HB 346 also extends due process protections for youth with emergency detentions done only by psychiatrists and mental health screeners for juveniles. The bill also provides for increased access to treatment for minors and rules for discharge and involuntary treatment were updated to reflect the principles developed for the adult system, but modified to reflect the special needs of children. Delaware's mental health legislation has not been updated since the 1950s.

<http://openstates.org/de/bills/147/HB346/>

RESEARCH and GRANT OPPORTUNITIES

Announcement

Jacqueline Ann Morris Memorial Foundation Grant

The Jacqueline Ann Morris Memorial Foundation Grant, sponsored by the American Psychological Foundation, calls for proposals from applicants looking to improve clinical/mental health services for low-income students in their *public elementary or middle school*. Funded schools will receive a one-time grant of \$4,500; the program should be delivered over the course of one year, and grantees are expected to submit a final report of the program's effectiveness and/or impact to the APF trustees and grant committee one year following receipt of the grant.

<http://www.apa.org/about/awards/morris-memorial-grant.aspx>

Pearson Early Career Grant

The Pearson Early Career Grant encourages early career clinicians to work in an area of critical societal need. Pearson partnered with the American Psychological Foundation to ensure psychology addresses critical needs in society. The program's goals are to support psychology's efforts to improve areas of critical need in society, including but not limited to innovative scientifically based clinical work with serious mental illness, serious emotional disturbance, incarcerated or homeless individuals, children with serious emotional disturbance (SED) and

adults with serious mental illness (SMI); and to encourage early career psychologists to devote their careers to under-served populations. One \$12,000 grant is available.

<http://www.apa.org/apf/funding/pearson.aspx>

Service Grants

The National Association of School Psychologists and the Children's Fund are accepting applications for direct Service Grants in amounts of \$500 to \$3000 to support direct work with youth. Applicants must be school psychologists and must be current members of both NASP and The Children's Fund. Examples of Service Grants that have been approved in the last several years include a district-wide community reading day, a project focusing on prevention of bullying, and a project that provided a gifted and talented lending library and resource bank for families of gifted children in an economically underprivileged neighborhood.

http://www.nasponline.org/about_nasp/grant-opps.aspx

IN THE NEWS

How to Get Kids to Class

An article in *The New York Times* reports on the effectiveness of providing social service specialists in low-performing, high-poverty schools to reduce student absenteeism. The article focuses on a community school model created by the Communities in Schools national organization. The community school model places site coordinators with training in education or social work on administrative teams in every school with a large number of children living in poverty. The ultimate goal is for the site coordinator to identify at-risk students and match them with services that are available both in the school and the community. According to Communities in Schools, this approach is both effective and affordable in improving school attendance and lowering dropout rates among students.

http://www.nytimes.com/2014/08/26/opinion/to-keep-poor-kids-in-school-provide-social-services.html?_r=0

Trying to Get Better Teachers into the Nation's Poor Classrooms

An article in the *Washington Post* reports on the U.S. Department of Education plan of action charging state education chiefs to analyze "excellent" educator presence in struggling schools and devise a plan to spread such educators more evenly across schools. According to the article, the Education Department plans to spend \$4.2 million to launch a new "technical assistance network" to help states and districts develop and implement their plans. The article outlines requirements and next steps for states.

http://www.washingtonpost.com/local/education/obama-administration-tries-to-get-better-teachers-into-nations-poor-classrooms/2014/11/10/f21632ee-6918-11e4-a31c-77759fe1eacc_story.html

Math Scores Rising for Latino Students

A new report from Child Trends reports on a study conducted by the National Assessment of Educational Progress that shows significant gains in math achievement by Hispanic fourth- and eighth graders across the nation. According to the report, data from the National Assessment of

Educational Progress was reviewed comparing fourth and eighth grade math scores across the nation, states, large cities, and select school districts and significant gains were found that were equivalent of one grade level in the last ten years (2003-2013). The report also highlights regions with top scores and the largest increases.

<http://www.childtrends.org/wp-content/uploads/2014/11/2014-59MathScoresAddUpReport.pdf>

Why Cliques Form at Some High Schools and Not Others

An article in *The Atlantic* reports on the results of a new paper on high school cliques, written by Daniel McFarland, Professor of Education at Stanford Graduate School of Education. The article describes the results of the study highlighting why cliques are more pronounced and rigid in some schools and are less likely to form in others.

<http://www.theatlantic.com/education/archive/2014/11/the-science-of-cliques/382570/>

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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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