

January 29, 2014

CSMH NEWS AND RESOURCES

Proposals Due Next Week: 19th 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>**

School Mental Health: A Federal Perspective

The Center for School Mental Health at the University of Maryland School of Medicine (funded by the Health Resources and Services Administration [HRSA]) 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, **School Mental Health: A Federal Perspective, on January 30, 2:00p.m. - 3:15p.m. ET**. Investments in school mental health will be highlighted including longstanding HRSA and OSEP centers, as well as SAMHSA and U.S. Department of Education initiatives.

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.

The webinar is at capacity and registration is currently closed. The webinar recording will be posted in a few weeks on the CSMH <http://csmh.umaryland.edu> and IDEA Partnership www.sharedwork.org websites.

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

Nondiscriminatory Administration of School Discipline

The U.S. Department of Education is hosting a Supportive School Discipline Webinar Series. The next webinar, the Nondiscriminatory Administration of School Discipline: Dear Colleague Letter (DCL), will review recent federal guidance for school districts with regard to school discipline and discrimination. The webinar will be on **Wednesday January 29, 2014 from 3:30-5:00PM Eastern Time**. For more information and to register <http://www.neglected-delinquent.org/events/school-discipline-guidance-package-title-iv-and-title-vi-civil-rights-guidance>.

Introduction to New Policy Tool for School-Based Suicide Prevention.

A new tool in school-based suicide prevention – *Model School District Policy on Suicide Prevention* – was a collaborative effort of the American Foundation for Suicide Prevention, the American School Counselor Association, the National Association of School Psychologists, and The Trevor Project. This webinar on **February 5th at 3:00 EST** will be an opportunity for school staff, administrators, and advocates to learn more about how to use the model and the critical issue of youth suicide. **For more information and to register:** http://thetrevorproject.adobeconnect.com/e9sdy35agkf/event/event_info.html

Improving Care Delivery for Children: Leveraging the Medicaid Benefit for Children and Adolescents

The National Academy for State Health Policy (NASHP) is hosting a webinar on **Wednesday, February 5, 3:00-4:30 pm (EST)** that the first in a series on the Medicaid benefit for youth.

Medicaid officials from Iowa, the District of Columbia, and Minnesota will discuss how they have worked to improve the Medicaid benefit for children in their states. In addition, strategies for improving access and service delivery for Medicaid-enrolled children will be presented. This webinar is the first in a series on the Medicaid benefit for children and adolescents.

For more information: <https://cc.readytalk.com/cc/s/registrations/new?cid=33pbgvwe3rjh>

Postdoctoral Fellowships in School Mental Health

The Department of Psychology at Ohio University is offering a one year, full-time postdoctoral fellowship (one or two years), with the possibility of an additional year if sufficient funding is available. The fellow will function as a member of a multi-disciplinary team in the Center for Intervention Research in Schools (www.oucirs.org). The fellow will play a leadership role in a clinical trial funded by the Institute for Education Sciences. The fellowship will focus on conducting evidence-based assessment procedures for recruited children and families, providing behavioral consultation and coaching with school personnel, supervising graduate student clinicians providing consultation and coaching with school personnel, and collecting, managing, analyzing, and disseminating data associated with the grant. Access to current and archival datasets, and opportunities for manuscript and grant preparation will be provided. The fellow will be able to accrue hours for licensure in psychology. It is expected that the applicant has experience working with children with disruptive behavior disorders in elementary schools, and in behavioral consultation with teachers and parents. Applicants must have completed an APA-accredited clinical internship by the anticipated start date of July 1, 2014 and be ABD or have earned a Ph.D. from an APA-accredited clinical, school, or counseling psychology program. Applicants should apply online at www.ohiouniversityjobs.com/postings/8596, and must submit a letter of intent, curriculum vitae, copies of recent publications, and three letters of recommendation. We will begin reviewing applications immediately and continue until the position is filled; for full consideration, **apply by February 24, 2014**. Ohio University is committed to creating a respectful and inclusive educational and workplace environment. Ohio University is an equal access/equal opportunity and affirmative action employer with a strong commitment to building and maintaining a diverse workforce. Women, persons of color, persons with disabilities, and veterans are strongly encouraged to apply.

POLICY ANNOUNCEMENTS

Excellence in Mental Health Act

In December, Congressman Tim Murphy (R-PA) introduced a bill that was the culmination in a year-long series of hearings held in the wake of the school shooting in Newtown, CT. The legislation's aim is to address the high rates of hospital emergency room use by individuals with mental health conditions and ease the burden on law enforcement agencies. Some of the bill's provisions include authorizing healthcare providers to bill Medicaid for mental health and primary health care services to the same patient on the same day and reauthorizing the Garrett Lee Smith Memorial Act which funds suicide prevention activities within SAMHSA. Although the bill has been largely viewed as a step forward, it has also been criticized for its proposed changes to SAMHSA funding and changes to the federal privacy laws.

<https://www.govtrack.us/congress/bills/113/s264/text>

U.S. House and Senate Pass 2014 Budget

The U.S. House of Representatives and Senate passed a bipartisan budget bill that was signed by President Obama on January 17th. The \$1.1 trillion budget bill will fund government operations for the remainder of 2014 and eliminates the possibility of government shutdown during the fiscal year. The bill increases mental health spending from 2013 levels. Specific programs highlighted for funding in SAMHSA's FY2014 budget include a program to provide Mental Health First Aid to law enforcement officers, first responders, social workers, judges, and the staff of university and college counseling centers; Primary Behavioral Health Care Integration programs; and Project AWARE grants which will provide grants to State Education Authorities for comprehensive programs for linking students with mental health care. The budget would also provide funding for the National Child Traumatic Stress Network and the Garrett Lee Smith Memorial Act program. <http://www.cnn.com/2014/01/15/politics/house-spending-bill/>

State-by-State Impact of the Affordable Care Act

The Kaiser Family Foundation created reports to show how the Affordable Care Act (ACA) changes insurance coverage in each state. These state-level reports serve as a guide to the potential impact of the ACA in each state and the District of Columbia as legislatures begin to convene and governors prepare their budget proposals and state-of-the-state addresses. In these reports, Kaiser researchers provide figures detailing how many uninsured people with incomes below the poverty level fall into the "coverage gap" and will be ineligible for financial assistance in the Marketplace or for Medicaid in their state. <http://kff.org/interactive/uninsured-gap/>

RESEARCH and GRANT OPPORTUNITIES

Research Opportunities

Research on the Parent-Teacher Relationship

The Center for Intervention in Schools (CIRS) at Ohio University is conducting an online paid research survey. Primary general education teachers (grades Pre-K through 6th) are invited to complete a 30-40 minute survey about themselves, and two parents of children in their classroom. Teachers will be paid \$15 for completing the online survey. This research project is intended to create a reliable and valid measure of components of the parent-teacher relationship. The hope is that this measure will help shed light on relevant components of this relationship that contribute to successful family-school partnerships as well as children's school success. If you are interested in learning more about this survey or participating in this research project please contact the Anne Dawson, ad367311@ohio.edu.

Grant Opportunities

Learning and Leadership Grant

The National Education Association Foundation Learning and Leadership grants support public school teachers, public education support professionals, and/or faculty and staff in public institutions of higher education to fund participation in high-quality professional development experiences, such as summer institutes or action research. Grants of \$2,000 & \$5,000 are available. Any practicing U.S. teacher, counselor, or education support professional employed by

a public school, including public higher education institutions, is eligible to apply for a grant. **The deadline for grant submission is February 1, 2014.** For information <http://www.neafoundation.org/pages/learning-leadership-grants/>

NEW LITERATURE AND RESOURCES

Reports

Education: It Matters More to Health Than Ever Before

Virginia Commonwealth University's Center on Society and Health released a report titled *Education: It Matters More to Health Than Ever Before*. The report notes that education is important not only for higher paying jobs and economic productivity, but also for saving lives and saving dollars. Highlighting the inverse relationship between years of education and poor health, the report focuses on the link between poverty and decreased life expectancy, poorer overall health, increased risk factors for poor health such as smoking and obesity, and greater levels of disability. <http://societyhealth.vcu.edu/Page.aspx?nav=307>

Resources

Departments of Justice and Education Release School Discipline Guidance Package

On January 8, 2014, the U.S. Departments of Justice and Education released a school discipline guidance package to help states, districts, and schools enhance school climate and improve discipline policies and practices. The guidance package is a product of the Supportive School Discipline Initiative (SSDI), a collaboration between the two agencies. SSDI, which is a priority for the Department of Justice, coordinates the Department's work with Education and other federal agencies to keep children and teens in school, engaged in learning, and out of courts. The initiative addresses overuse of harsh and exclusionary school disciplinary policies and practices and supports the development of safe and productive education environments and training for the adults who interact with students in and out of school. The guidance package includes a summary of emerging research and best practices and describe key principles and action steps to guide state and locally controlled efforts to improve school climate and school discipline. Additional resources such as a compendium of state laws on school discipline are also included. The report and related supplemental materials are available online <http://www2.ed.gov/policy/gen/guid/school-discipline/index.html>

Preventing and Addressing Behavior Problems—Tips from the What Works Clearinghouse

The What Works Clearinghouse (WWC) was established in 2002 as an initiative of the Institute for Education Sciences (IES) at the U.S. Department of Education, and is administered by the National Center for Education Evaluation. The WWC identifies studies that provide credible and reliable evidence of the effectiveness of a given practice, program, or policy (referred to as “interventions”), and disseminates summary information and reports on the WWC website. The WWC provides evidence based classroom management strategies for helping teachers reduce behavior problems in the classroom. <http://ies.ed.gov/ncee/wwc/news.aspx?sid=8>

Journal Articles

Trends in the Parent-Report of Health Care Provider-Diagnosed and Medicated Attention-Deficit/Hyperactivity Disorder: United States, 2003-2011.

Authors: Melissa Danielson, Rebecca Bitsko, Joseph Holbrook, Michael Kogan, Reem Ghandour, Ruth Perou, & Stephen Blumberg.

Journal: *Journal of the American Academy of Child & Adolescent Psychiatry*

Year: 2014

Abstract: Data from the 2003 and 2007 National Survey of Children's Health (NSCH) reflect the increasing prevalence of parent-reported attention-deficit/hyperactivity disorder (ADHD) diagnosis and treatment by health care providers. This report updates these prevalence estimates for 2011 and describes temporal trends. Weighted analyses were conducted with 2011 NSCH data to estimate prevalence of parent-reported ADHD diagnosis, current ADHD, current medication treatment, ADHD severity, and mean age of diagnosis for U.S. children/adolescents aged 4 to 17 years and among demographic subgroups. A history of ADHD diagnosis (2003–2011), as well as current ADHD and medication treatment prevalence (2007–2011), were compared using prevalence ratios and 95% confidence intervals. In 2011, 11% of children/adolescents aged 4 to 17 years had ever received an ADHD diagnosis (6.4 million children). Among those with a history of ADHD diagnosis, 83% were reported as currently having ADHD (8.8%); 69% of children with current ADHD were taking medication for ADHD (6.1%, 3.5 million children). A parent-reported history of ADHD increased by 42% from 2003 to 2011. Prevalence of a history of ADHD, current ADHD, medicated ADHD, and moderate/severe ADHD increased significantly from 2007 estimates. Prevalence of medicated ADHD increased by 28% from 2007 to 2011. Approximately 2 million more U.S. children/adolescents aged 4 to 17 years had been diagnosed with ADHD in 2011, compared to 2003. More than two-thirds of those with current ADHD were taking medication for treatment in 2011. This suggests an increasing burden of ADHD on the U.S. health care system. Efforts to further understand ADHD diagnostic and treatment patterns are warranted.

Key Elements of a Successful Multi-System Collaboration for School-Based Mental Health: In-Depth Interviews with District and Agency Administrators

Authors: Joelle Powers, Jeffrey Edwards, Kate Blackman, & Kate Wegman

Journal: *Urban Review*

Year: 2013

Abstract: The alarming number of youth with unmet mental health needs in the US is a significant social problem. The pilot school-based mental health project described here established an innovative multi-system partnership between an urban school district, a public mental health agency, and a local university to better meet the mental health needs of youth in one community. This qualitative study employed in depth interviews with six key administrators who were instrumental in developing and executing the project to explore the most important factors that promoted the successful collaboration. Results of the interviews identified five major themes: (a) perceptions of the project, (b) barriers to collaboration, (c) motivating factors, (d) sustainability, and (e) lessons learned. Findings may be especially helpful to other communities interested in establishing a multi-system intervention to support at risk youth. Implications for practice and research are discussed.

IN THE NEWS

Controversies in school mental health screening

This Associated Press (AP) article highlights current controversies in universal mental health screening in schools. Experts, including CSMH Co-Director Dr. Sharon Stephan and CSMH Advisory Board members Drs. Seth Bernstein and Linda Juszczak, comment on the risks of under and over identification and the risk of identifying mental health concerns in systems unable to provide treatment resources. An AP review of policies around the nation revealed that screenings vary widely across states and within districts. The article acknowledges federal recommendations supporting mental health screening and the importance of early identification to ensure appropriate mental health treatment and educational interventions.

<http://www.usatoday.com/story/news/nation/2014/01/13/school-mental-health-screening/4454223/>

Obama administration has zero patience for zero-tolerance policy

During an event at Frederick Douglass High School in Baltimore, Maryland, Attorney General Eric Holder and Secretary of Education Arne Duncan called on public school officials to rein in the use of “zero-tolerance” policies and law enforcement in disciplining students - a practice that has ensnared minority and special needs students disproportionately. African-American and special education students, particularly boys, are far more likely than their Caucasian peers to be suspended for minor or similar infractions, according to a number of recent studies. For example, a study by the Education Department’s Office for Civil Rights found that African American students without disabilities are suspended or expelled at a rate three times that of their Caucasian counterparts. The Justice Department and the Department of Education released a document which outlines recommendations for school officials on best practices in implementing disciplinary policies and creating safer, more welcoming school environments. The recommendations include evidence-based prevention strategies, various teacher and administrator trainings, and greater collaboration between schools and local mental health and child welfare organizations. Other recommendations include more clearly defined responsibilities for school security officers and opportunities for school security personnel to forge relationships with students.

<http://www.msnbc.com/msnbc/zero-tolerance-school-policy-reform>

Is Mental Health the Next Focus of the School Safety Debate?

A recent Duke University study demonstrating the prevalence of untreated mental illness among adolescents is used to discuss the critical importance of schools in improving access to mental health care for youth. The role of school and community partnerships as well as the full continuum of prevention and intervention services is discussed.

<http://neatoday.org/2013/12/13/is-mental-health-the-next-focus-school-safety-debate/>

Los Angeles Tries A New Approach To Discipline In Schools

When Los Angeles students returned to school from winter break, they encountered a new disciplinary system that emphasizes restorative justice methods and counseling. LA Unified is at the forefront of the national movement to reduce harsh discipline tactics and eliminate zero-tolerance policies that lead to high drop-out rates and disproportionately affect minority students.

The new norms range from increased preparation in conflict resolution to more specific definitions of what really comprises a serious threat to student safety.

<http://www.npr.org/blogs/codeswitch/2014/01/09/261044383/los-angeles-tries-a-new-approach-to-discipline-in-schools>

School Stress Takes A Toll On Health

Academic stress and pressure to perform has been identified by several polls as associated with mental health symptoms such as irritability. Positive stress to promote motivation is distinguished from intense and chronic stress in terms of impact on student overall well-being.

<http://www.npr.org/blogs/health/2013/12/02/246599742/school-stress-takes-a-toll-on-health-teens-and-parents-say?sc=tw&cc=share>

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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