August 14, 2014

CSMH NEWS AND RESOURCES

Register for the 19th Annual Conference on Advancing School Mental Health

Register now for the 19th Annual Conference on Advancing School Mental Health to be held September 18-20, 2014 at the Wyndham Grand Pittsburgh Downtown in Pittsburgh, PA. This year, the theme of the conference is ***School Mental Health: Enhancing Safe, Supportive and Healthy Schools***. The conference offers outstanding opportunities to learn new skills and knowledge related to practice, research, training, and policy, as well as to network with others invested in school mental health. The Annual Conference is sponsored by the Center for School Mental Health (CSMH) at the University of Maryland School of Medicine (funded by the Health Resources and Services Administration) and the IDEA Partnership, funded by the Office of Special Education Programs, sponsored by the National Association of State Directors of Special Education. **Register now! Book your hotel room early to receive a special conference rate (deadline by August 23, 2014).** For detailed information on the conference and to register online, http://csmh.umaryland.edu/Conferences/AnnualConference/index.html

Webinar Series on Funding and Sustainability for School Mental Health

Save the Date: Wednesday, August 20th 12:00EST

The Center for School Mental Health is hosting a monthly webinar series on funding and sustainability for school mental health. The fourth webinar in this series will be held **Wednesday August 20, 2014 at Noon Eastern Time. Drs. Paul Flaspohler and Cricket Meehan will present *Building a School-Based Prevention Support System: A Business Plan***.
Evidence-based practices (EBPs) developed to address bullying, school violence, and other problems have been shown to improve outcomes when implemented with fidelity. However, when supported through 'business-as-usual' approaches, these EBPs often fail to produce the level of outcomes that result from testing programs in academic laboratories or under controlled community trials. To address the gap between this research-practice game, a team from the Center for School-Based Mental Health Programs at Miami University developed a model prevention support system based on the Interactive Systems Framework for Dissemination and Implementation (ISF, Wandersman et. al., 2008). The support system provided specialized training and technical assistance for three cohorts of schools, delivering evidence of high quality implementation and outcomes. Despite initial evidence of success, the initiative has proven difficult to bring to scale, in large part due to the expense required to fund adequately through a single funding source. In this session, Drs. Flaspohler and Meehan will present results from research undertaken in order to leverage private and public funding to support a sustainable support system for prevention in schools.

To participate in the webinar, please follow two steps:

1. Go to this link https://sas.elluminate.com/m.jnlp?sid=2011424&password=M.8DC39B88C05E7CBBD35AF14F66D6EE

2. Please call 1-855-688-5866 and enter code 23903458.

3. To mute your line, please push *6

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

Archived Webinars:

The first three webinars in the CSMH series on funding and sustainability for school mental health were held May 21 titled *Sustaining School Mental Health Services: Is there an App for that*, on June 11 titled *Using EPSDT to bring Excellent Mental Health Treatment into Schools*, and on July 16 titled *Creating a Self-Sustaining, Replicable School Mental Health Program*. The webinar recordings and powerpoint slides are available http://csmh.umaryland.edu/Resources/ArchivedWebinars/index.html

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

2014 Rural Behavioral Health Webinar Series

SAMHSA and the American Institutes for Research will be hosting the 2014 Rural Behavioral Health Webinar Series. ***Webinar 1: Building the Case for Addressing Social Determinants of Health for Children in Rural Communities***. This webinar will discuss the impact of social determinants and provide strategies for addressing the negative impact of certain social determinants on children, youth and families in rural communities with a special focus on infants, toddlers and preschool age children and their families. Additionally, the webinar will engage participants in discussion about how to effectively use available tools and strategies to reduce disparities and improve outcomes.

Date: August 20, 2014

Time: 3:00-4:00p.m. EDT

For additional information or to register, please visit:

http://ruralbehavioralhealth.org/webinars/building-case-addressing-social-determinants-health-children-rural-communities

Webinar: Effective Outreach and Engagement Strategies for Service Members, Veterans, and their Families

SAMHSA's Service Members, Veterans, and their Families Technical Assistance Center will be hosting the webinar, ***Effective Outreach and Engagement Strategies for Service Members, Veterans, and their Families.*** Presenters of this webinar will discuss effective outreach and engagement strategies for SMVF, as well as methods for implementation. An overview of best practices, such as Military-Veteran Mental Health First Aid training and peer outreach, will be provided. Participants will gain an understanding of effective methods and strategies that can be adapted to suit their local community needs.

Date: August 20, 2014

Time: 2:00-3:30 p.m. EDT

Click here to register prior to the event: https://goto.webcasts.com/starthere.jsp?ei=1040498

NEW LITERATURE AND RESOURCES

Reports

Are the Children Well? A Model and Recommendations for Promoting the Mental Wellness of the Nation's Young People

Child Trends and the Robert Wood Johnson Foundation recently published the report *Are the Children Well?* which reviews the economic costs of mental illness amongst young people as well as the barriers to accessing mental health services and recent policy changes to increase access. The report emphasizes that physical and mental health are interconnected, and it is necessary to address both aspects of health in order to promote wellness. Also included are evidence-based opportunities to support wellness in multiple systems: parenting/families, schools, and communities. Additional practice and policy implications are discussed in the report.
http://www.rwjf.org/content/dam/farm/reports/issue_briefs/2014/rwjf414424

A State Policy Framework for Integrating Health and Social Services

The Commonwealth Fund released an issue brief that outlines three main components to integrate health and social services: a coordinating mechanism, quality measurement and data-sharing tools, and aligned financing and payment. The brief provides examples of statewide and

community-level efforts to integrate physical health, behavioral health, and public health with social services. In addition, the brief includes steps to assist states with planning for integration.
http://www.commonwealthfund.org/publications/issue-briefs/2014/jul/state-policy-framework-health-social-services

America's Young Adults: Special Issue, 2014

The Federal Interagency Forum on Child and Family Statistics released a report on *America's Young Adults: Special Issue, 2014*. This report compiled recent statistics on young adults in America in terms of five major areas: education, economic circumstances, family formation, civic, social, and personal behavior, and health and safety. Findings include: an increase in high school and college graduation rates, a decrease in birth rates for young women, and a decrease in rates of nonfatal violent victimization. Statistics for different racial/ethnic groups and different genders are provided.
http://childstats.gov/americaschildren/index.asp

Resources

Creating Emotionally Safe Learning Environments

The National Center on Safe Supportive Learning Environments (NCSSLE) has a website that contains information about the Center's training and technical assistance, products and tools, and the latest research findings. The website also offers a variety of toolkits and other instructional resources to support school staff in creating emotionally safe environments through the practice of social and emotional learning (SEL). In particular, resources provide direction on ways teachers can implement SEL to reduce obstacles and foster learning in the classroom, tools schools can use to adopt effective SEL programs, and ways to promote mental health and social and emotional development in schools and communities to improve academic outcomes and overall success in students. Strategies are also provided on how to implement prevention programs in middle to high school for topics such as suicide and teen dating violence.
http://safesupportivelearning.ed.gov/topic-research/engagement/school-participation

The Impact of School-Connected Behavioral and Emotional Health Interventions on Student Academic Performance

The Center for Health and Health Care in Schools' new annotated bibliography, *The Impact of School-Connected Behavioral and Emotional Health Interventions on Student Academic Performance***,** provides a systematic review of the current literature (2001-2013) that summarizes research findings linking prevention-focused behavioral health interventions (e.g., social and emotional learning programs) with student academic outcomes (e.g., absenteeism, bullying, problem behaviors).
http://www.healthinschools.org/School-Based-Mental-Health/Revised-Annotated-Bibliography.aspx

The Office of Adolescent Health

The U.S. Department of Health & Human Services' Office of Adolescent Health strives to advance best practices to improve the health and well-being of adolescents and enable them to become healthy, productive adults. Their website provides fact sheets, toolkits, and trainings related to pertinent adolescent health topics (e.g., reproductive and mental health, substance abuse, healthy relationships), access to care, and positive mental health (e.g., resilience). They also have state-specific mental health facts regarding the prevalence of depression, suicide, and positive social skills in adolescents.
http://www.hhs.gov/ash/oah/

Medicaid Fact Sheets: Basics for Consumers

The Center for Medicaid and Children's Health Insurance Program Services has made available a set of Medicaid Fact Sheets aimed at helping consumers understand the basics such as: Who is eligible for Medicaid and CHIP? What benefits do the programs provide? How can individuals enroll? These fact sheets are available in English and Spanish.
http://www.medicaid.gov/AffordableCareAct/Medicaid-Moving-Forward-2014/Basics-for-Consumers/Fact-Sheet-Basics-for-Consumers.html

Journal Articles

The impact of school mental health on student and school-level academic outcomes: Current status of the research and future directions.
Authors: Shannon M. Suldo, Matthew J. Gormley, George J. DuPaul, & Dawn Anderson-Butcher
Journal: School Mental Health
Year: 2014
Abstract/Summary: This manuscript summarizes areas of school mental health (SMH) research relevant to the interplay between students' academic and social–emotional outcomes. After advancing a multidimensional conceptualization of academic success at the levels of individual students and schools, we summarize observational and intervention studies that connect students' mental health to their academic achievement, with acknowledgment of the bidirectional relationship. Then, current and future directions of SMH research are discussed, including (a) the impact of SMH health initiatives and services on schools' achievement, (b) the need to address the mental health of historically neglected subgroups of students, and (c) interdisciplinary collaborations necessary to support enhanced outcomes. Based on the findings from these literature integrations, we conclude with recommendations and implications for research and practice.

School-related and social–emotional outcomes of providing mental health services in schools.
Authors: Kristin L. Ballard, Mark A. Sander, & Bonnie Klimes-Dougan
Journal: Community Mental Health Journal
Year: 2014
Abstract/Summary: This study evaluated student outcomes of an expanded school mental health (ESMH) model that place community mental health clinicians on-site in schools to identify and

treat children with mental health needs. The first aim of this study was to consider school-related outcomes (suspension rates and attendance rates) for those students who received ESMH treatment (n = 159) were compared to a matched high-risk sample that did not receive such services (n = 148). Results demonstrated differences between groups over time on measures of suspensions and attendance but not academic achievement. The second aim of this study was to evaluate change in social–emotional functioning (Strengths and Difficulties Questionnaire Scores) over time for the treatment group. Results indicated significant improvements on several parent and teacher ratings. Despite limitations of the ESMH framework examined in this study, the overall results suggest some promising advantages for students who received ESMH services.

Perceived school safety is strongly associated with adolescent mental health problems.
Authors: Miesje M. Nijs, Clothilde J. E. Bun, Wanda M. Tempelaar, Niek J. de Wit, Huibert Burger, Carolien M. Plevier, & Marco P. M. Boks
Journal: Community Mental Health Journal
Year: 2014
Abstract/Summary: School environment is an important determinant of psychosocial function and may also be related to mental health. We therefore investigated whether perceived school safety, a simple measure of this environment, is related to mental health problems. In a population-based sample of 11,130 secondary school students, we analysed the relationship of perceived school safety with mental health problems using multiple logistic regression analyses to adjust for potential confounders. Mental health problems were defined using the clinical cut-off of the self-reported Strengths and Difficulties Questionnaire. School safety showed an exposure–response relationship with mental health problems after adjustment for confounders. Odds ratios increased from 2.48 (‘‘sometimes unsafe’’) to 8.05 (‘‘very often unsafe’’). The association was strongest in girls and young and middle-aged adolescents. Irrespective of the causal background of this association, school safety deserves attention either as a risk factor or as an indicator of mental health problems.

“Straight up”: Enhancing rapport and therapeutic alliance with previously-detained youth in the delivery of mental health services.
Authors: James R. Brown, Evan D. Holloway, Tohoro F. Akakpo, & Matthew C. Aalsma
Journal: Community Mental Health Journal
Year: 2014
Abstract/Summary: Strong therapeutic alliance has been shown to improve mental health treatment outcomes in adults, but this topic has not been fully explored with youth. Adolescents, particularly justice-involved youth, stand to benefit greatly from an improved treatment experience. One quality which can improve treatment is mental health providers’ interpersonal skills when attempting to build a therapeutic rapport with adolescent clients. Semi-structured interviews were conducted with 19 youth who screened positive for mental health concerns while in juvenile detention. Four themes were identified as important to improving the therapeutic alliance: Empathy, client-directed care, sequencing, and positive rapport. Suggestions for strengthening a therapeutic alliance are provided.

POLICY ANNOUNCEMENTS

Healthy, Hunger-Free Kids Act (Pub.L. 111–296)

Breakfast quality has been associated with better mental health in both childhood and adolescence, and a healthy breakfast allows children to focus on learning and growing. The Community Eligibility Provision (CEP) of the Healthy, Hunger-Free Kids Act ensures that children in low-income communities have access to healthy meals at school. Designed to ease the burden of administering a high volume of applications for free and reduced price meals, schools agree to offer breakfast and lunch for free to all students and to cover any costs that exceed the reimbursements from USDA. Starting this upcoming school year, the program is available to schools across the country. The decision to participate in the Community Eligibility Provision is a local one, and schools must decide for themselves whether this program is right for them. In order to give schools more time to make that decision, the deadline to participate in School Year 2014-2015 was recently extended to August 31. Find more information here: http://www.ed.gov/blog/2014/07/bringing-the-promise-of-healthy-school-meals-to-more-children-this-fall/

Autism CARES Act (HR 4631; S 2449)

Bipartisan legislation to reauthorize and enhance federal programs for children and families affected by autism was debated and passed by the House of Representatives at the end of June, and the Senate is expected to take up the issue before the August recess. The Autism CARES Act would reauthorize the Combating Autism Act of 2006, dedicating $260 million a year in federal funding for autism activities over the next five years. The current law expires September 30. https://beta.congress.gov/bill/113th-congress/senate-bill/2449

Avonte's Law (S. 2386)

Senator Chuck Schumer (D-NY) has introduced Avonte's Law (S. 2386), a bill in response to the death of Avonte Oquendo, a New York City boy with autism whose remains were found last month after he disappeared from his school in October. The bill creates a grant program for local law enforcement agencies to provide optional electronic tracking devices for children who wander or elope. It also includes funding to train school staff, clinicians, and the public on how to prevent wandering and funding for law enforcement on how to "recognize and respond to individuals with intellectual and developmental disabilities." Tracking resources could also include reverse 911 and assistive communication, and the program would require the Department of Justice to issue standards regarding privacy of location data and how to use the devices as the "least restrictive alternative" for preventing injury or death. Sen. Schumer is now seeking a Republican co-sponsor for the bill.
https://beta.congress.gov/bill/113th-congress/senate-bill/2386/text?q={%22search%22%3A[%22S.+2386%22]}

RESEARCH and GRANT OPPORTUNITIES

Announcements

Behavioral and Social Science Research on Understanding and Reducing Health Disparities (R01)

The purpose of this FOA is to encourage behavioral and social science research on the causes and solutions to health and disabilities disparities in the U. S. population. Health disparities between racial/ethnic populations, lower socioeconomic classes, and rural residents and the overall U.S. population are major public health concerns. Emphasis is placed on research in and among three broad areas of action: 1) public policy, 2) health care, and 3) disease/disability prevention. Particular attention is given to reducing "health gaps" among groups. Applications that utilize an interdisciplinary approach, investigate multiple levels of analysis, incorporate a life-course perspective, and/or employ innovative methods such as systems science or community-based participatory research are particularly encouraged.
http://grants.nih.gov/grants/guide/pa-files/PA-13-292.html

Clinical Trials to Test the Effectiveness of Treatment, Preventive, and Services Interventions

These FOAs aim to support investigator-initiated clinical trials to establish the effectiveness of interventions and to test hypotheses regarding moderators, mediators, and mechanisms of action of these interventions. These FOAs support clinical trials designed to test the therapeutic value of treatment and preventive interventions for which there is already evidence of efficacy, for use in community and practice settings.
http://grants.nih.gov/grants/guide/rfa-files/RFA-MH-15-320.html

Participate in the Trauma-Informed Care Belief Measure Psychometric Study

Health and mental health care agencies, schools, and other institutions serving children and youth are widely implementing **trauma-informed care**, an approach which recognizes the pervasive impact of trauma and aims to ameliorate rather than exacerbate its effects. At this time, there are no reliable and valid measures of attitudes about trauma-informed care. When we are finished with this study, the measure we develop could be used to evaluate the extent to which an agency or school is trauma-informed or to examine the change in staff or teacher attitudes following TIC trainings.

You are invited to participate in a brief online survey that will be used to develop this measure. The online survey takes 20-30 minutes and has been approved by the Tulane University Institutional Review Board. All participants who complete the online survey will have the option to enter their name into a raffle. After the study is over, four participants will be randomly selected to win a $25 giftcard to Barnes & Noble.

If you are at least 18 years old, you currently work in health, mental health, education, or human services, and you spend at least some time working face-to-face with clients or students each week, you are eligible to participate.

If you are interested in participating, please click on the appropriate link below.

I work in HEALTH CARE, MENTAL HEALTH, OR HUMAN SERVICES: https://qtrial.qualtrics.com/SE/?SID=SV_9vGkmqaAckMxbiB

OR

I work in EDUCATION: https://qtrial.qualtrics.com/SE/?SID=SV_6hAQFLH7cssAh9j

IN THE NEWS

Mental and Physical Toll of Bullying Persists for Decades

This article reports on a British study published in the American Journal of Psychiatry demonstrating that the adverse effects of bullying is pervasive from childhood into adulthood. A longitudinal study using a national survey was conducted with 18,000 children living in England, Scotland, and Wales. 8,000 children who reported being bullied were followed into adulthood and at age 50 these participants reported experiencing an increased incidence of depression, anxiety, and suicidal thoughts. They also experienced lower educational attainment and demonstrated poorer cognitive functioning compared to participants who were not bullied. http://www.npr.org/blogs/health/2014/04/19/304528674/mental-and-physical-toll-of-bullying-persists-for-decades

How Trauma Affects the Brain of a Learner

The National Public Radio highlighted a report on the efforts of school districts in Los Angeles, CA addressing the effects of "toxic stress" on student learning and the developing brains of children. Approximately 80% of students in the Los Angeles unified school districts are living in poverty and scientists are examining the effects of poverty-related stress on the brains of students. A network of eight charter schools called, Camino Nuevo, has dedicated resources to provide a continuum of integrated support for students who are living in poverty in the Los Angeles area. Approximately, one-fourth of students receive counseling in schools to address issues related to building social and emotional skills. Also, family group sessions are held to help parents cope with stress and direct families to mental health services. http://www.npr.org/blogs/ed/2014/06/15/320725558/how-trauma-affects-the-brain-of-a-learner

iPad in Special Ed: What Does the Research Say?

The article reports on current research examining how iPads are being used in novel ways in special education classrooms. iPad apps are being used with students who have a range of developmental, mental, physical disabilities, and autism spectrum disorders to help them express themselves through music. Despite limitations of the research, the findings have been mixed on the effectiveness of engaging students. http://www.npr.org/blogs/ed/2014/06/13/321058641/ipads-in-special-ed-what-does-the-research-say

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The CSMH is on Facebook and Twitter to disseminate information and resources, and to engage in discussions with colleagues. Please become a fan and like our Facebook page! http://www.facebook.com/pages/Center-for-School-Mental-Health/193690780654894 and follow us on Twitter @CSMH1.

Please feel free to share this announcement with others who are interested in school mental health research, training, policy, and/or practice. These announcements are archived on the CSMH website at http://csmh.umaryland.edu/resources/CSMH/Archived%20Listserv

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