

1. Record Nr.	UNINA9910298076203321
Titolo	Handbook of School Mental Health : Research, Training, Practice, and Policy // edited by Mark D. Weist, Nancy A. Lever, Catherine P. Bradshaw, Julie Sarno Owens
Pubbl/distr/stampa	New York, NY : , : Springer US : , : Imprint : Springer, , 2014
ISBN	1-4614-7624-0
Edizione	[2nd ed. 2014.]
Descrizione fisica	1 online resource (485 p.)
Collana	Issues in Clinical Child Psychology
Altri autori (Persone)	WeistMark D
Disciplina	371.4/6
Soggetti	School Psychology Educational psychology Public health Social service Education and state Sociology Social groups Educational Psychology Public Health Social Work Educational Policy and Politics Sociology of Family, Youth and Aging
Lingua di pubblicazione	Inglese
Formato	Materiale a stampa
Livello bibliografico	Monografia
Note generali	Description based upon print version of record.
Nota di bibliografia	Includes bibliographical references and index.
Nota di contenuto	Commentary 1; Hill Walker -- Commentary 2; Lucille Eber -- Commentary 3; Kathy Short -- Commentary 4; Abraham Wandersman and Deborah Hamm -- Chapter 1. Introduction: Further Advancing the Field of School Mental Health; Mark D. Weist, Nancy A. Lever, Catherine P. Bradshaw, Julie Sarno Owens -- Section I. Foundations: Funding, Training, and Interdisciplinary Collaboration -- Chapter 2. Funding Expanded School Mental Health Programs; Nicole Cammack, Nicole Evangelista Brandt, Eric Slade, Nancy Lever, Sharon Stephan -- Chapter 3. Preparing School Mental Health Professionals: Competencies in Interdisciplinary and Cross-Systems Collaboration; Kurt D. Michael,

Seth Bernstein, Julie Sarno Owens, Abby Albright, Dawn Anderson-Butcher -- Chapter 4. Pre-service Training for School Mental Health Clinicians; Nancy Lever, Michael Lindsey, Lindsey Grimm, Mark D. Weist -- Chapter 5. Effective School Teams: Benefits, Barriers, and Best Practices; Robert S. Markle, Joni W. Spletter, Melissa A. Maras, Karen J. Weston -- Chapter 6. Advancing School Mental Health in Montana: Partnership, Research, and Policy; Erin Butts, Sara Casey, Carol Ewen -- Chapter 7. Building Bridges: The Role of Expanded School Mental Health in Supporting Students with Emotional and Behavioral Difficulties in the Least Restrictive Environment; Carrie Mills, Dana Cunningham -- Section II. Prevention and Mental Health Promotion -- Chapter 8. The Integration of Positive Behavioral Interventions and Supports and Social and Emotional Learning; Catherine P. Bradshaw, Jessika H. Bottiani, David Osher, George Sugai -- Chapter 9. Promoting Mental Health in Early Childhood Programs: Serving Low-income Ethnic Minority Families; Debra Gross, Susan Breitenstein, Shelly Eisbach, Emily Hoppe, Joyce Harrison -- Chapter 10. Promoting Social Competence and Behavioral Health in At-risk Youth: Implementation and Efficacy of Primary and Secondary Prevention Programs in Schools; Brian Daly, Elizabeth Nicholls, Richa Aggarwal, Mark Sander -- Chapter 11. Effects of Trauma on Students: Early Intervention through Cognitive Behavioral Intervention for Trauma in Schools; Erum Nadeem, Lisa H. Jaycox, Audra K. Langley, Marleen Wong, Sheryl H. Kataoka, Bradley D. Stein -- Chapter 12. The Connection Between Out-of-School Time Programs and School Mental Health; Aidyn L. Iachini, Dawn Anderson-Butcher -- Chapter 13. Better Understanding and Intervening to Prevent Relational Aggression; Stephen S. Leff, Tracy Evian Waasdorp, Christine Waanders, Brooke S. Paskewich -- Section III. Youth and Family Engagement and Empowerment -- Chapter 14. Partnering with Youth in School Mental Health: Recommendations from Students; Kendra P. DeLoach, Melissa W. George, Emily Mancil, Leslie K. Taylor, Carl Paternite, Mark D. Weist -- Chapter 15. Strengthening the Components and Processes of Family Involvement in School Mental Health; Heather L. McDaniel, Bryn E. Schiele, Leslie K. Taylor, Jill Haak, Mark D. Weist -- Chapter 16. Advancing Effective Family-School-Community Partnerships; Nicole Evangelista Brandt, Cynthia Glimpse, Claudette Fette, Nancy Lever, Nicole Cammack, Jennifer Cox -- Chapter 17. Increasing Parental Engagement in School-based Interventions using Team Engagement and Motivation Methods; Keith C. Herman, Wendy M. Reinke, Catherine P. Bradshaw, John E. Lochman, Lindsay Borden, Dana Darney -- Chapter 18. Lessons Learned from Scaling-up the Ecological Approach to Family Interventions and Treatment Program in Middle Schools; Gregory M. Fosco, John R. Seeley, Tom J. Dishion, Keith Smolkowski, Elizabeth A. Stormshak, Rosemarie Downey-McCarthy, Corrina A Falkenstein, Kevin J. Moore, Lisa A Strycker -- Section IV. Coaching and Consultation.- Chapter 19. Coaching Classroom-based Preventative Interventions; Elise T. Pas, Catherine P. Bradshaw, Anne Cash -- Chapter 20. Supporting Teachers through Consultation and Training in Mental Health; Jennifer E. Gibson, Sharon Stephan, Nicole Evangelista Brandt, Nancy Lever.-Chapter 21. Models of Psychiatric Consultation to Schools; Lois T. Flaherty -- Section V. Screening and Early Identification -- Chapter 22. School-based Screening for Mental Health in Early Childhood; Melissa R. Dvorsky, Erin Girio-Herrera, Julie Sarno Owens -- Chapter 23. Culturally Competent Behavioral and Emotional Screening; Erin Dowdy, Randy W. Kamphaus, Jennifer M. Twyford, Bridget V. Dever -- Chapter 24. Early Identification of Psychosis in Schools; Emily Kline, Danielle Denenny, Jason Schiffman, Gloria Reeves -- Section VI. Intervention for Specific Problems --

Chapter 25. Bullying: A School Mental Health Perspective; Susan M. Swearer, Cixin Wang, Adam Collins, Jenna Strawhun, Scott Fluke -- Chapter 26. School-Based Treatment for Anxiety in Children and Adolescents: New Developments in Transportability and Dissemination; Jeremy K. Fox, Kathleen Herzig-Anderson, Daniela Colognori, Catherine E. Stewart, Carrie Masia Warner, Nathan S. Kline -- Chapter 27. School-based Interventions for Depression; Puja G. Patel, Kevin D. Stark, Kristina L. Metz, Kelly N. Banneyer -- Chapter 28. Organizational Interventions for Children and Adolescents with Attention-Deficit/Hyperactivity Disorder; Jennifer L. Storer, Steven W. Evans, Joshua M. Langberg -- Chapter 29. Response to Intervention for youth with Attention-Deficit/Hyperactivity Disorder: Incorporating an Evidence-Based Intervention within a Multi-tiered Framework; Rebecca K. Vujnovic, Alex S. Holdaway, Julie Sarno Owens, Gregory A. Fabiano -- Chapter 30. Toward a Comprehensive, Life Course Model of Care for Youth with Attention-Deficit/Hyperactivity Disorder; Steven W. Evans, Julie Sarno Owens, Jennifer A. Mautone, George J. DuPaul, Thomas J. Power -- Chapter 31. Classroom Interventions for Youth with Pervasive Developmental Disorders/Autism Spectrum Disorders; James E. Connell, Melanie Pellechia, Christina M. Vorndran.-Chapter 32. Supporting the Mental Health Needs of Military-Connected Students; Catherine P. Bradshaw, Kathrine E. Figel, Haley Deutsch.

Sommario/riassunto

With so few therapeutic outlets readily available to young people, schools have evolved into mental health centers for many students. Yet schools are hampered by limited access to resources needed to provide mental health promotion, prevention, and intervention services. Like its acclaimed predecessor, the Second Edition of the *Handbook of School Mental Health* offers ways for professionals to maximize resources, make and strengthen valuable connections, and attain more effective school-based services and programming. At the same time, the *Handbook* provides strategies and recommendations in critical areas, such as workforce development, interdisciplinary collaborations, youth/family engagement, consultation, funding, and policy concerns, summarizes the state of current research, and offers directions for further study. Chapters model best practices for promoting wellness and safety, early detection of emotional and behavioral problems, and school-based interventions for students with anxiety, depression, attention deficit hyperactivity disorder, and other common challenges. In spotlighting this range of issues, the contributors have created a comprehensive game plan for advancing the field. Among the *Handbook's* topics: Pre-service training for school mental health clinicians. Cognitive-behavioral interventions for trauma in schools. Increasing parental engagement in school-based interventions. Models of psychiatric consultation to schools. Culturally competent behavioral and emotional screening. Bullying from a school mental health perspective. Prevention and intervention strategies related to a variety of mental health problems in schools. The Second Edition of the *Handbook of School Mental Health* is an essential reference for researchers, graduate students, and other professionals in child and school psychology, special and general education, public health, school nursing, occupational therapy, psychiatry, social work and counseling, educational policy, and family advocacy.
