



INBALANCE

Summer 2024

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President's Message

By Andrea Chronis-Tuscano, PhD

First I would like to say Happy Summer, Friends! We made it! For those of you in university or school settings, summer is a time when things slow down and we can take a bit of time to nourish ourselves. If you're anything like me, your first inclination is to make a to-do list that is far too long. This summer, I encourage you to prioritize you and your well being. Make fun plans, rest, spend time with loved ones, praise yourself for what you do get done, and practice acceptance for what you do not. One of my favorite mantras is "if you don't listen to your body when it whispers, it will scream at you!" So, friends, I encourage you to commit to taking care of YOU this summer.

In this issue, I want to tell you about some new findings featured in the upcoming issue of our division journal, the *Journal of Clinical Child and Adolescent Psychology (JCCAP)*. My colleague, Dr. Nadia Bounoua, and I wrote a commentary on Dr. Melissa Danielson and colleagues' latest report on the National Survey on Children's Health (NSCH), a population-based study surveying over 45,000 families across the U.S.

According to the NSCH, in 2022, the prevalence of ADHD rose to 11%, up from 9.8% in 2016-2019 (and only 6-8% in 2000). This increased prevalence rate could be due, in part, to stressors unique to the pandemic, increased awareness around ADHD or children's mental health more generally, and/or increased utilization of telehealth as a mode of mental health service delivery. In a population survey like this, of course, we cannot be sure if diagnoses were accurate or based on evidence-based assessments. Parents were simply asked "whether a doctor or other health care provider ever told them that their child had attention deficit disorder (ADD) or ADHD." We will have to wait to see if this increased prevalence rate will persist, continue to grow, or return to pre-pandemic levels.

However, what I want to focus on here is the second part of the report: There were huge disparities in who received an ADHD diagnosis and evidence-based treatments (e.g., medication, behavior therapy), and who did not. First and unsurprisingly, more boys than girls were diagnosed with ADHD. ADHD in girls and women often goes undiagnosed or misdiagnosed, largely due to misperceptions about ADHD. This can have devastating effects on the self-esteem of girls and women with ADHD and can ultimately contribute to devastating outcomes, like suicidal thoughts and behaviors. Of course, the literature on ADHD (including the DSM diagnostic criteria), until relatively recently, was largely based on male samples, as were our treatment studies. We still have a long way to go, but fortunately several efforts to increase awareness are underway.

The 2022 NSCH also showed lower prevalence rates of ADHD among Latinx and Asian American youth. Although it is possible that these groups are truly less likely to have ADHD, a variety of factors might contribute to underdiagnosis, including: Low mental

health literacy, mental health stigma, structural/ practical barriers (e.g., lack of culturally competent providers, lack of information or services offered in other languages aside from English, insurance coverage), and lack of parental support and communication about help-seeking. Fortunately, the disparity in rates of diagnosis and help seeking for girls, Asian American, and Latinx youth are shrinking compared to prior NSCH reports. In contrast, children from families with socioeconomic disadvantage – lower income, those with lower levels of parental education, and those receiving public insurance – were *more* likely to get diagnosed with ADHD. Youth with socioeconomic disadvantage were also more severely affected. Despite strong evidence that ADHD has a neurobiological and genetic etiology, broader contextual factors such as school, neighborhood, culture, and poverty influence the developmental course of ADHD and access to care.

With regard to EBT receipt, only 54% of youth with ADHD were receiving medication and 44% were receiving behavioral interventions. Consistent with prior reports and well-documented ADHD medication hesitation among Latinx parents, Hispanic and non-English speaking youth were less likely to take medications. Youth in the southern portion of the U.S. were more likely to get medication only. On the other hand, younger children were more likely to receive behavior therapy only—in line with AAP recommendations.

Despite the literature demonstrating significant advantage of combined treatments over unimodal treatments on functional outcomes, as well as American Academy of Pediatrics (AAP) and American Academy of Child and Adolescent Psychiatry (AACAP) practice parameters encouraging combined treatment, only about one-quarter of youth with ADHD received both stimulant medication and behavior therapy.

Perhaps the most unfortunate finding is that 30% of children with ADHD received no treatment at all—a rate which is even higher than past NSCH reports! Adolescents were less likely to get either treatment than the other age groups, despite increased academic demands, risk for depression/suicide and substance abuse in this age group. Youth living in non-English speaking households were also less likely to get any treatment for their ADHD. Non-English-speaking parents may be less aware of ADHD treatment options, as resources may not be available in their language. They may also feel less comfortable advocating or asking for services (such as school accommodations) because of language barriers or lower levels of educational attainment. These families may also be experiencing mental health stigma, medical mistrust and other access barriers (e.g., insurance, transportation, unemployment). A major research and policy agenda is, therefore, to examine how we can improve psychoeducation, openness to treatment, as well as access to evidence-based ADHD treatment among non-English speaking families.

These findings are obviously sobering. We have come a long way in identifying several evidence-based treatments for ADHD in our research, and yet, so many youth in the U.S. are not accessing them. What can we do to address this? Nadia and I put forth a number of ideas in our commentary. First and foremost, and in line with the SCCAP

theme for our 2024 American Psychological Association Conference, we need to stop and listen. We need to collect qualitative data to better understand how a diagnosis of ADHD is perceived across cultures; how parents and youth view our existing treatments (both positive and negative); how we can frame treatments in line with cultural values (e.g., academic success); where families from different cultures naturally turn when they have concerns about their children; and what barriers families face when they try to get help for their children. These discussions could inform the way we talk with youth and families about ADHD, the most effective ways to provide psychoeducation, how we can engage in shared decision making around what to do next in terms of treatment options and goals, and how we can reduce some of the barriers to help seeking. Delivering EBTs in schools and pediatric primary care can reduce at least some of these access barriers. It can also be fruitful to engage community members in spreading the word about EBTs and assisting with the delivery of EBTs. Families may be more open to hearing these messages from trusted sources who share lived experiences. Finally, much can be done to diversify our clinical child and adolescent psychology workforce. Together, we, alongside policymakers, can work to reduce disparities in the diagnosis and treatment of ADHD!

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In Focus: Understanding the Onset of Psychosis Among Youth & Young Adults

By **Aubrey M. Moe, PhD & Melissa F. V. Kilicoglu, MA**
The Ohio State University

What is Psychosis?

Psychosis describes a collection of symptoms that can cause alterations in a person's thinking, perception, and experience of reality. Notably, psychosis is not diagnostically specific to any single illness. Instead, there are multiple underlying causes and psychiatric illnesses that may be characterized by psychosis. For example, individuals with diagnoses of schizophrenia, schizoaffective disorder, and/or some mood disorders (e.g., bipolar disorder or major depressive disorder with psychotic features) may all experience symptoms of psychosis. Though there is significant variation across individuals with regard to how symptoms of psychosis are experienced and expressed, symptoms of psychosis tend to fall into several characteristic clusters or domains.

Positive symptoms include hallucinations and delusions, which are often considered the hallmark signs of psychosis as they contribute to serious changes in perception and reality testing. *Negative symptoms* describe diminished experiences of different emotional, behavioral, and cognitive processes that can lead to reduced motivation, reduced experiences of pleasure, and changes in the expression and/or experience of emotions. People with psychosis also tend to experience changes in *cognition*, including impairments across thinking skills like attention, memory, and organization/planning. In addition to positive, negative, and cognitive symptoms of psychosis, youth who experience the onset of psychosis also have high rates of comorbid anxiety, depression, and substance use disorders (Sim et al., 2004) and tend to experience serious difficulties in interpersonal and social functioning (Moe, Pine, et al., 2021; Moe, Weiss, et al., 2021).

How Does the Onset of Psychosis Impact Youth?

The initial onset of psychosis tends to occur in the late teenage or early adult years of life. These same years of life are represented in the developmental phase of "emerging adulthood" (Arnett, 2000), which describes the unique period of life that bridges adolescence into early adulthood. Emerging adulthood is a phase of life characterized by exploration of identity, relatedness to others, and various transitions related to growth and movement toward personal meaning in interpersonal and occupational activities. While often exciting, these normative experiences are simultaneously notable

for their heightened instability. Thus, the onset of a major mental health difficulties like psychosis during a developmental period already notorious for uncertainty can have important and reverberating impacts. For example, youth with the recent onset of psychosis often experience instability in their interpersonal relationships, with studies noting that young adults tend to have smaller social networks and fewer peer relationships relative to unaffected youth. The onset of psychosis can also lead to removals from the social environment that can limit or interfere with normative social experiences that are key milestones in emerging adulthood. Some young people experiencing the onset of psychosis, for example, may require prolonged psychiatric hospitalization or intensive mental healthcare services that may disrupt completion of educational goals or milestones (e.g., graduating high school, starting or staying in college), occupational pursuits (e.g., getting and keeping a job), and development of social skills needed to form and maintain friendships in the increasingly complex social landscape of early adulthood. Thus, efforts to comprehensively address the various needs of youth experiencing the onset of psychosis must extend beyond the management of psychiatric symptoms to also focus on other aspects of illness-related dysfunction – including the domains of social and interpersonal functioning (Breitborde & Moe, 2019; Moe & Breitborde, 2019).

It is also important to recognize that youth with psychosis are at elevated risk for suicide and suicide-related behavior – including suicidal ideation, self-injury, and suicide attempts (Barbeito et al., 2021). Sadly, approximately 25-50% of individuals who experience psychosis attempt suicide during the course of the illness (Meltzer, 2001), with 5-10% of these individuals dying by suicide (Hor & Taylor, 2010). Though it has been recognized that risk for suicide is highest among young people early in the course of a psychotic illness (Olfson et al., 2021), more recent data suggest that this period of risk is most elevated in the first 3 months following an initial diagnosis of psychosis (Moe et al., 2022). Thus, efforts to swiftly connect individuals experiencing psychosis to psychosocial support and early intervention services may be an important strategy to mitigate risk for suicide and self-harm.

How to Support Youth with Recent Onset Psychosis

While existing data suggest that the majority of the decline and difficulty in a person's functioning will occur during the first few years following the initial onset of psychosis, these early years of illness are at the same time a “critical period” during which specialized early intervention services are most effective in relieving psychiatric symptoms and improving important functional outcomes (Birchwood et al., 1998; Bowie et al., 2014; Dixon et al., 2018; Kane et al., 2016; Perkins et al., 2005). Specialized early interventions for psychosis – often called Coordinated Specialty Care (CSC) in the United States – are multicomponent treatment packages that provide comprehensive care for the young person experiencing psychosis as well as their families and key support providers. Though specific interventions vary across CSC programs, the majority of CSC services will provide psychotherapy, medication management, educational/occupational services, and family psychoeducation or support. There has been a rapid proliferation in the availability of CSC programs in the

United States in the past 10-15 years, with an estimated 160+ programs now operating across the country (Read & Kohrt, 2021).

Approaches to providing services to young people experiencing the onset of psychosis – including CSC – recognize that this type of care works best when individuals are empowered to: 1) make decisions about their own care, and 2) consider their unique needs, strengths, and preferences in crafting their personal vision of recovery. Shared-decision making is a key component of empowering young people with psychosis by recognizing that the individual retains the ultimate say in decisions about their treatment, with collaborative guidance and input from their treatment providers (Mueser et al., 2015). Next, a recovery-oriented approach to care recognizes that individuals with psychosis each have unique challenges and strengths as well as personalized preferences for what they would like to address as part of their care. For example, many young people with psychosis have goals for treatment that have little to do with or extend far beyond the experience of psychiatric symptoms – including goals related to making friends, engaging in and finishing school, and finding meaningful occupational activities. As CSC programs provide multiple different services that can extend beyond management of symptoms and that specific interventions are selected by the individual experiencing symptoms of psychosis, CSC programs can promote a personalized, empowering, and holistic experience of treatment.

To learn more about Coordinated Specialty Care (CSC), including how to find CSC programs in your area:

<https://medicine.osu.edu/departments/psychiatry-and-behavioral-health/epicenter>

<https://www.nimh.nih.gov/research/research-funded-by-nimh/research-initiatives/recovery-after-an-initial-schizophrenia-episode-raise>

<https://strong365.org/find-support/professional-support/psychosis-support-provider-directory#map>

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Expert Recommendations: Social Media and Mental Health in Children and Adolescents

By Hayley Fournier, PhD; Alex Foxwell, PhD; & Betsy
Kennard, PsyD, ABPP
Founders of Screenwell

Five Helpful Resources for Parents and Providers and Tips for Clinicians

Drs. Fournier, Foxwell, and Kennard have over 50 years of combined research and clinical experience helping teens and families use evidence-based strategies to overcome a number of mental health struggles, from daily stressors to anxiety and depression. Most recently, they have developed an expert-driven, online platform called Screenwell that will provide users with weekly tips and interactive tools to help them better understand their needs when it comes to screen use and achieve a more intentional and healthy relationship with technology. To learn more about Screenwell and get updates about the platform, please visit www.screenwell.org.

Resources for Providers and Parents:

1. [Digital Wellness Lab](#) by Boston Children's (online resource)
2. [Common Sense Media](#) (online resource)
3. [Tech Without Stress](#) by Jaqueline Nesi and Emily Weinstein (online resource)
4. [Behind Their Screens](#) by Emily Weinstein and Carrie James (book)
5. [What the Science Says](#) and by Mitch Prinstein (videos) and
6. [The Handbook of Adolescent Digital Media Use and Mental Health](#) by Jacqueline Nesi, Eva Telzer and Mitch Prinstein (online resource)

Tips for Clinicians:

1. Engage parents and teens in self-assessment of screen use.
 - Frequency of use
 - Urge to reach for device when not in use
 - Frequency and time spent on apps/device —consider the message to your family and friends
 - Is use problematic- Assessing Problematic Use (APU) screening tool (Domoff, et al. 2023)

- Assess for nighttime device use. Is it contributing sleep disturbance?
2. Teach teens Social Media Literacy.
 - Teach design tricks (endless scroll, algorithms, etc.)
 - Identify harmful content such as hate speech
 - Notice with the teen helpful content and discuss how this impacts their mood
 - Parents can demonstrate critical thinking when sitting together and viewing social media sites with their teen
 3. Work with parents on effective communication strategies with their children about social media use.
 - Validate feelings regarding need to use social media and their reaction to rules for social media use
 - Use open ended questions
e.g., “How were you impacted by something you saw online today? How did you handle it when...? What worked and what might you have done differently?”
 - Role model an example of talking about harmful content and how you managed it
e.g., “I have noticed that I was following someone on Instagram that had disturbing content...I decided to unfollow. “
 - Discuss teen/family values and how they align or do not align with the family screen usage.
 - Make it a routine to check in often. Using a rating, or emotional thermometer is a helpful check in tool.
e.g., “On a scale of 1 to 10 with 10=worst, how difficult was today?” Or “On a scale of 1 to 10, how much stress did you experience related to your online/screen use...”

LEAD Fellow Spotlight

By Michelle E. Roley-Roberts, PhD

LEAD Fellow Alumna, Associate Editor of the InBalance
Newsletter

As a proud alumna of the inaugural SCCAP Leadership Education to Advance Diversity (LEAD) Fellowship, rolled out in 2019 and held biannually, I am pleased to launch a Fellow Spotlight in our SCCAP Newsletter. In each issue, we hope to feature LEAD Fellow alumni to showcase the fabulous work that Fellows are doing and to highlight their career journeys. To participate in the LEAD Fellowship, prospective participants must be SCCAP members (SCCAP membership is free for students!), either graduate students or Early Career Psychologists with no more than 10 years post-doctorate, and identify as having an identity that is historically underrepresented in child and adolescent psychology (e.g., ethnic and racial, sexual and gender diversity, individuals with a disability). To learn more please visit [the website](#).

SCCAP LEAD Fellow Spotlight: Ashley Ramclam, PhD

Ashley Ramclam, PhD was a LEAD Fellow in 2021. Since her time as a LEAD Fellow she completed her degree in School Psychology from the University of Houston. Her internship and fellowship were completed at Nemours Children's Hospital where her training focused on integrated behavioral health and Autism. She is now a Licensed Psychologist and Assistant Professor of Pediatrics at Baylor College of Medicine. She enjoys her role in academic medicine where she can devote time to both her clinical and research interests, which primarily focus on improving access, service delivery, and support for Black and Hispanic/Latine autistic youth. She feels especially lucky to have joined a growing team of diverse behavioral health clinicians integrating into over 50 primary care practices within the Texas Children's network. Dr. Ramclam serves in a leadership position supporting a group of talented masters-level clinicians in central Houston and will soon begin working with psychology trainees. Although she provides services for a variety of presenting problems, she loves the extension of the work she started during her fellowship focused on fine-tuning training and service delivery processes necessary to provide high quality, culturally humble autism assessments in primary care. During her time as a LEAD Fellow she served on the American Psychological Association of Graduate Students (APAGS) Convention Committee and then as the Convention Chair for Division 16 Student Board. Currently, Dr. Ramclam serves on the APA Board of Educational Affairs/Board of Professional Affairs Task Force on Doctoral Competencies in Health Service Psychology.

The Student View

Highlighting SCCAP's Student Mentorship Program

By Emily Shah, M.A., Mentorship Committee
Caterina Obenauf, M.A., Mentorship Committee
Hong Bui, M.S., SCCAP Student Representative
Amanda Bennett, M.S., SCCAP Student Representative

What is the Mentorship Program?

SCCAP acknowledges the imperative role of mentors to develop future leaders in the field of child and adolescent psychology. The SCCAP Mentorship Program was established in 2012 to facilitate meaningful connections between SCCAP professionals and students to enhance support systems and social networks, as well as uphold the values of scientific excellence and commitment to the well-being of children and adolescents across research and clinical settings. Over the past 12 years, the SCCAP Mentorship Program has involved hundreds of psychology students and professionals who have dedicated time to foster connections within the child and adolescent psychology community.

Undergraduate students gain exposure to advice and recommendations on various topics, including the graduate school application process, career objectives, research and clinical interests, and graduate student life. Graduate students are mentored by a postdoctoral scholar or early career psychologist/licensed professional to receive mentorship around career development, the job market, and next steps in one's professional trajectory as a child and adolescent psychologist.

Graduate student and early career mentors have the opportunity to facilitate meaningful mentorship relationships among SCCAP students and provide guidance for the future leaders in psychology.

Who is Eligible?

The SCCAP Mentorship Program is open to undergraduate students, graduate students, and early career professionals (e.g., postdocs, licensed professionals), although we also welcome any professionals interested in mentorship. Graduate students and early career professionals serve as mentors to undergraduate students and graduate students, respectively. The mentorship program welcomes interest from both research-focused and clinical-focused mentors and mentees!

How to Get Involved

Watch the SCCAP listserv for the call for applications, which usually opens on 5/1 and closes on 5/31. Last year, 81 undergraduates and 40 graduate mentees were matched with a mentor, and all who applied were matched! You can complete the application that applies to you:

- **Mentee** Application for *Undergraduate Students or Graduate Students Planning on Applying to Doctoral Programs* (i.e., I am an undergraduate student and want to receive mentorship OR I graduated from college [i.e., currently a post baccalaureate student, working, or in a terminal master's program] and am interested in applying to doctoral programs and want to receive mentorship)
- **Mentee** Application for *Graduate Student* (i.e., I am a graduate student and want to receive mentorship from a postdoc and/or early career psychologist/licensed professional)
- **Mentor** Application for *Graduate Student* (i.e., I am a graduate student and want to be a mentor to an undergraduate)
- **Mentor** Application for *Early Career Psychologist* (i.e., I am a postdoc and/or early career psychologist/licensed professional and want to be a mentor to a graduate student; mid/late career psychologists are also welcome to apply)

An Inside Look Into the Matching Process

Once the application window closes, the Mentorship Committee spends several weeks reviewing applications and matching mentees to mentors. Matches are made based on a number of factors. The committee prioritizes matches based on availability and interests (research and clinical); however, applicants can also indicate their preference for being matched based on similarities in race, ethnicity, gender, sexual orientation, geographical location, first generation status, and more! After several rounds of checking and rechecking matches to make sure that mentee and mentor pairs are a good fit, the committee emails each mentee/mentor pair to make introductions and provide more information about the program. The committee also encourages mentors and mentees to reach out via email (mentoring@sccap53.org) if there is ever a concern regarding their match!

What to Expect From the Program

For Mentees: Mentees are expected to commit to regular communication with their mentor, either 1-3 times overall or at least once a month for a minimum of 6 months. During the initial meeting with their mentor, mentees are expected to set at least one goal for the mentorship relationship. Mentees are also expected to seek guidance on

topics such as job applications and career paths and maintain professionalism and boundaries.

For Mentors: Mentors are expected to commit to regular communication with their mentee according to the agreed-upon frequency. Mentors can provide guidance on various topics including job applications, career choices, and interview preparation and offer assistance with reviewing documents and networking opportunities as appropriate.

Testimonials from Past Mentors:

“I really enjoyed the opportunity to assist both mentees over the last 2 years who are trying to break into the work of pediatric psychology from grad programs that did not have a lot of peds psych mentors/options.”

“The program itself is wonderful! I benefited from the program as a mentee, and I am learning to become a better mentor in this program.”

“We were so well matched. She ended up matching at the same site I went to for internship!”

“I have benefited from this program as a mentee and was very glad to have the opportunity to pay it forward.”

“Great pairing in terms of personal style and professional interests. Thoroughly enjoy the matching and meeting expectations.”

Testimonials from Past Mentees:

“It [the mentorship program] definitely confirmed my research and clinical career goals. Being a first gen, I was able to get a lot more support talking to my mentor in one session than I have with trying to talk to others not directly on the route that I want to go. It’s been very beneficial and I think that I would love to be able to support another in the same way.”

“It [the mentorship program] has exceeded my expectations – My mentor is super responsive, always thinking of me, and consistently shows up for me and gives me advice. We have very frequent communication and I feel that she really makes intentional time for me in her busy schedule. I have also been able to meet up with her at a conference and get to know her in person too, which was rewarding.”

“It [the mentorship program] has confirmed my career trajectory for post-internship and my mentor helped me talk through my internship goals.”

“This is a fantastic program and I am grateful for having been able to participate.”

"I have had such a great experience with this program. [It] confirmed that I want to focus on clinical practice."

"This mentoring relationship has helped me hone my career goals and widened my understanding of what is possible for a career in psychology."

"I am very happy with my mentor and have seen the benefits of receiving mentorship."

"This exceeded my expectations. She [my mentor] was incredibly helpful."

"It's a great community with people who are passionate about helping young children."

SCCAP AT APA 2024

August 8-10 | Seattle, WA

SCCAP is proud to be able to welcome so many of its members at the APA 2024 Convention in Seattle, Washington. We hope you will be able to attend and join us as we celebrate our 25th anniversary as a division!

Together with support from the SCCAP board and hard work from our reviewers, we have worked hard to create a program that includes innovative research and practice recommendations in the area of clinical child and adolescent psychology.

Our symposia and skill-building sessions this year will include topics related to our conference theme of “**Lived Experiences of Youth and Families: What we Gain from Listening.**” Many of the studies validating our diagnostic classifications, assessment tools, and interventions have not reflected the diversity of the youth and families we serve, or the real-world providers delivering their care. As we look forward, it is a priority to learn from listening to youth and families in our research and clinical practice.

There are several highlighted presentations that we would love for you to attend and share with your colleagues.

August 8th:

- *Mental Health in Pediatric Primary Care: Incorporating the Voices of Families and Primary Care Staff*
- *Presentations by our Early Career Award Winners, **Jocelyn I. Meza** and **Angela Narayan***

August 9th:

- *Redefining Black Youth Mental Health Help-Seeking Using Youth Voice*

August 10th:

- *Finding Order Amidst Chaos: Therapy Prioritization and Progress with Families in Significant Crisis*

A series of SCCAP special events will be held on Friday August 9th. We will begin at 2pm with presentations by our Distinguished Career Award Winners, Drs. **Ann S. Masten** and **Jarrold Leffler**. Followed by a quick Membership Meeting. Next is an extra special panel discussion by past SCCAP presidents, who will explore the specialty of clinical child and adolescent psychology by using past experiences to inform the future

directions of our profession. We cap the evening with the legendary SCCAP Social! See below for the full list of SCCAP Programming at APA!

With all the activities and events, we know that conferences can be overstimulating at times. SCCAP will provide a relaxed space for you to hang out, network, or enjoy informal programming. Please make sure to check out the exciting schedule of programming in the informal programming meeting room, or the SPACE NOODLE as we are calling it. (The location will be announced on social media and in the [SCCAP-APA Brochure](#).)

We hope that the programming we have laid out will provide you with opportunities to learn, network, and have fun! Follow us on X/Twitter (@SCCAP53) for updates and reminders leading up to and throughout the convention. If you use social media, be sure to tag us with **#SCCAPatAPA**, **#APA2024**, and **#SCCAP53**.

Please check the official [SCCAP Program Website](#) for final time and location information, as details may change leading up to the convention.

We look forward to seeing you in Seattle!

Check Out Our Webinar Series!

SCCAP offers several vehicles for staying up-to-date on evidence-based practice and other issues relevant to child and adolescent mental health. Our sponsorship of a broad range of conferences aims to provide elements at all career stages. We take an interdisciplinary approach to sponsoring CE programs on topical issues as a way to broadly advocate for children's mental health and to provide a variety of ways to increase networking experiences.

UPCOMING WEBINARS:



MON, JULY 1
1:00PM - 2:00PM EST

*SCCAP Student
Development Committee*

Applying to Clinical Internships



THURS, SEP 5
12:00PM - 1:00PM EST

Angela Narayan, PhD
Denver University

**DEI-Informed Methods on Positive Childhood
Experiences and Child Adversity in Marginalized Families**



FRIDAY, OCT 18
12:00PM - 1:00PM EST

Liz Kryszak, PhD
The Ohio State University

**Translating Best Practices in Autism
Assessment to a Telehealth Platform**

**REGISTER THROUGH OUR LISTSERV
ANNOUNCEMENTS!**



**SOCIETY OF CLINICAL
CHILD & ADOLESCENT
PSYCHOLOGY**

Society of Clinical Child and Adolescent Psychology, American Psychological Association Division 53, is approved by the American Psychological Association to sponsor continuing education for psychologists. SCCAP maintains responsibility for this program and its content, and accepts no financial sponsorships for its programming. For registration questions and additional information about a presenters' disclosures, contact Lynn Canty, Director of Operations, SCCAP@SCCAP53.org



The Future Directions Forum

Showcase Your Work, Get “Hidden Curriculum” Advice, &
Discover Strategies for Staying Human
July 25-27, 2024 | Nationwide Children’s Hospital
(Columbus, Ohio)

In Partnership With: Society of Clinical Child and Adolescent
Psychology, Taylor and Francis, & Nationwide Children’s Hospital

Overview of the Future Directions Forum

Learning how to do great science requires a toolbox of skills. Skills for effectively communicating science. To secure funding for scientific work. To identify where and when job opportunities arise. To get the offers to start your first job and build the record to keep that job. No one takes a class to acquire this toolbox, who has the time? Yet, we still need these tools, so where do we find them?

We launched the *Future Directions Forum* to help you build your scientific toolbox. At the *Future Directions Forum*, we offer professional development workshops, as well as small group and one-on-one expert consultations on all aspects of academic work, such as publishing, grants, job negotiations, mentoring, and building partnerships with community partners. Yet, your toolbox of skills is not limited to these tools. Your toolbox must also help you address a perennial challenge with working in academic settings.

To lead a healthy, balanced academic life, we at the *Future Directions Forum* are mindful of the need to disengage from your work on a regular basis, to reduce the effects of job-related stressors as well as the risk of burnout. However, how often do we have a platform for learning strategies to lead a balanced academic life? How do we stay productive in our work and at the same time, *stay human* and find time to unwind? To help you build these skills, our programming literally strikes a balance between academic skills and skills for balancing work and life.

2024 Programming

For 2024, we have prepared what, in my estimation, is the most exciting set of opportunities the *Future Directions Forum* has ever offered. Our 8th *Future Directions Forum* includes two keynote addresses, held on the evenings of our first two days, and based on featured content from a leading mental health journal, the *Journal of Clinical Child and Adolescent Psychology (JCCAP)*. Our 2024 addresses will be delivered by recent authors of articles in *JCCAP*’s *Future Directions* series with expertise in:

- Mentoring (Tim Cavell, University of Arkansas)

- Culturally Responsive mHealth (Henry Willis, University of Maryland)

Our 2024 *Professional Development Team* includes scholars with a wealth of knowledge across areas of interest to you. A complete list of our team members, along with a description of workshop and consultation opportunities, can be found here: <https://bit.ly/JCCAPFDF>. Some highlights of our programming include:

- Workshops on science skills including building collaborative networks, multidisciplinary teams, storytelling in science, dissemination practices, economic analyses, and writing productivity
- Workshops on work-life balance skills including burnout, cultural taxation, imposter feelings, family planning, and creating safe, affirming spaces across people's identities and life experiences
- Opportunities to consult or seek advice in one-on-one and small-group settings from our professional development team on workshop topics or others where you seek advice, including advice on manuscripts or grant applications you are working on, applications for jobs or graduate programs you seek to prepare, and navigating mentoring relationships where you could use some help

Copious networking opportunities across our workshops, presentations, and social events!

Save the Date: Our Inaugural SCCAP Conference!

By Mary Louise Cashel, PhD
Chair, SCCAP Conference Planning Committee

SCCAP Eras: Celebrating our Past, Present & Future will be held **June 5-7, 2025**, in Chicago hosted by University of Illinois at Chicago. This will be the inaugural conference for SCCAP (Division 53 of APA).

The SCCAP Conference will feature:

- Preconference Activities:
 - Leadership Education to Advance Diversity (LEAD)
 - Clinical Practice Institute (CPI)
- Keynote speakers
- Poster Sessions- juried
- Special Interest Group (SIG) focused Symposia
- Clinical Panel Discussions
- Networking opportunities
- Continuing Education Credits will be included
- Extra-Conference Activities

There will be content and activities for all SCCAP members – students, early career, mid-career, and advanced career professionals – focused on research and practice. We hope you will join us in Chicago next summer!

Happy 25th Anniversary to SCCAP!

by Mary A. Fristad, PhD, ABPP, History Committee Chair

Have you always wondered how to pronounce our acronym SCCAP? Come one and come all to the APA Annual Convention in Seattle this summer to celebrate our 25th Anniversary and get your very own S-CCAP! (Think baseball cap 😊).

Distinguished Career Contributions to Science Award Winner: Dr. Ann Masten, PhD

SCCAP is delighted to present the 2024 *Distinguished Career Contributions to Science Award* to **Dr. Ann Masten, PhD**, Regents Professor of Psychology at the Institute of Child Development, University of Minnesota. This award recognizes Dr. Masten for her groundbreaking and influential program of research and her significant contributions to the field of clinical child and adolescent psychology. Her work pioneered the concept that resilience arises from the “ordinary magic” inherent in all youth. In many ways, Dr. Masten’s career exemplifies the SCCAP Motto of “Science into Practice”.

Dr. Masten’s innovative ideas redefined how resilience in children is conceptualized, studied, and promoted. Her work advanced clinical child research and practice beyond a focus on risks and deficits to a greater appreciation of strengths, protective factors, and positive outcomes. Dr. Masten is a prolific scientist and has published over 200 highly cited works that have been influential across disciplines within and outside of psychology. Her research findings have informed theory, methods, practice and policies designed to foster resilience and support the well-being of children, youth and families facing adversity. In addition to being a trailblazer in clinical child and developmental psychology, Dr. Masten has also had significant influence in fields of social work, psychiatry, pediatrics, neuroscience, education, and disaster response. Moreover, she has prioritized efforts to make her research findings accessible to broad audiences including through a Mass Open Online Course (MOOC) about resilience of children in war and disaster (offered free on Coursera) and countless presentations, including to practitioners, policy makers, and the general public.

Dr. Masten has received numerous accolades for her extraordinary contributions including the Urie Bronfenbrenner Award for Lifetime Contributions from APA, election to the American Academy of Arts and Sciences, and the Grawemeyer Prize in Psychology. Her excellence in fostering future psychologists was also recognized with the Mentor Award in Developmental Psychology from APA. Her commitment to education and mentorship has ensured that her insights into resilience and child development will endure and evolve.

Please join us in congratulating Dr. Masten on receiving SCCAP’s Distinguished Career Contributions to Science Award. Dr. Masten will present her impressive work in an Invited Address on Friday August 9th at the APA Convention. We look forward to honoring her substantial influence on the field of clinical child and adolescent psychology then!

Distinguished Career Award for Practice & Training Recipient: Jarrod Leffler, PhD, ABPP

The *SCCAP Distinguished Career Award for Practice and Training* recognizes a clinical child and adolescent practitioner who has made a significant and enduring impact on promoting awareness, accessibility, and/or implementation of evidence-based mental health services for youth. This recognition highlights the outstanding work of currently practicing clinicians who take scientifically derived clinical knowledge and promote, provide, or share it on a broader scale, particularly with members of diverse, vulnerable, or underserved groups. An award review committee, including Ashley M. Shaw, Ph.D. and Michelle E. Roley-Roberts, Ph.D. reviewed the outstanding applications for this award.

SCCAP is thrilled to announce that the 2024 winner of this award is **Jarrod Leffler, PhD, ABPP**, Chair of the Division of Child and Adolescent Psychology and Associate Professor in the Department of Psychiatry at Virginia Commonwealth University. Dr. Leffler has made a significant local, state, national, and global impact regarding increasing awareness, accessibility, and dissemination of a range of evidence-based practices for youth. He is well-versed in a range of evidence-based practices, including cognitive-behavioral therapy, acceptance and commitment therapy, interpersonal therapy, and mindfulness. Dr. Leffler completed his Ph.D. in Clinical Psychology at Saint Louis University. Over his 20 years of experience since obtaining his PhD, he has worked in many roles (e.g., clinical psychologist, researcher, trainer, clinical director, consultant) in three different states (Virginia, Minnesota, and Ohio), and is licensed in all three states.

In terms of promoting awareness, Dr. Leffler has worked with community providers, schools, and local and state agencies to advocate for and promote the implementation, measurement, and utilization of evidence-based assessments and treatments. In terms of increasing accessibility, between 2012 and 2021, Dr. Leffler directed the Child and Adolescent Integrated Mood Program (CAIMP) at the Mayo Clinic. Through CAIMP, he was responsible for intensive treatment of youth from the United States and seven other countries. The CAIMP program he developed was found to be bold effective and fiscally sustainable. Currently, he is working with the Virginia governor's office to increase day program capacity, and address patient volumes in the emergency department and inpatient units in Richmond. He is also working to expand the two-week intensive treatment program he developed to youth in foster care and spread dialectical behavioral therapy's reach to more high schoolers.

In terms of promoting implementation, he has had multiple leadership roles training others (e.g., interns) in evidence-based treatments and has developed a multidisciplinary training program for social work, psychology, and psychiatry trainees in evidence-based assessment and treatment. He also does consultation with other hospitals around program development and implementation. Importantly, he frequently disseminates his work in journals and has a handbook in preparation.

In sum, through his many hats, we thank Dr. Leffler for the substantial impact he has made on families with lived experiences of mental illness, behavioral health clinicians, and mental health organizations. SCCAP heartily congratulates Dr. Leffler on his achievement and receipt of this prestigious award!

R. Bob Smith, III Excellence in Psychological Assessment Award: Elizabeth Kryszak, PhD

The 2024 R. Bob Smith, III Excellence in Psychological Assessment Award for a significant contribution to the field related to evidence-based assessment is awarded to **Elizabeth Kryszak, PhD**.

Dr. Kryszak is a psychologist at Nationwide Children's Hospital and clinical associate professor in the Department of Pediatrics at The Ohio State University. She has led an interdisciplinary team of psychology, developmental behavioral pediatrics, neurology, speech pathology, social work, and genetics in developing a comprehensive, interdisciplinary evaluation model for the assessment of autism called the Virtual Evaluation Diagnostic Assessment (VEDA) that includes a structured Adapted Virtual Autism Behavior Observation (AVABO) for all ages. As part of this model, she also worked with an international team of psychologists to create the Autism Detection in Early Childhood-Virtual (ADEC-V), a telehealth assessment tool to assess for autism symptoms specifically in very young children adapted from the in-clinic ADEC. Launched during the pandemic, this innovative approach to assessment of autism has been incorporated by hospitals across the country.

This telehealth assessment model offers a valuable and highly acceptable "gold standard" of diagnostic tools within a virtual space for assessment and diagnosis of autism and has the ability to serve patients within remote and underserved areas. In an effort to reduce burden to care, the implementation of the VEDA model and related observation tools has increased feasibility compared to other tools for assessing autism. Finally, the VEDA model allows for the opportunity to expand the virtual assessment age range of autism beyond young children to include adolescents and young adults. Ongoing efforts are being made for expansion of validation to address a tremendous need.

Additionally this model has allowed Dr. Kryszak to create an incredible learning community. With the development of Project ECHO Telehealth Autism Assessment, she incorporates an educational case based learning curriculum to disseminate best practices for assessing autism symptoms through telehealth methods to clinicians in the United States and across the globe in Argentina, Canada, and China.

Please join us in thanking Dr. Kryszak for her contribution and congratulating her for this award!

Richard “Dick” Abidin Early Career Award Winner: Angela Narayan, PhD

SCCAP is delighted to present this year’s Richard “Dick” Abidin Early Career Award and Grant to **Angela Narayan, Ph.D.** The award honors Richard “Dick” Abidin, longtime member and treasurer of SCCAP. It is intended to recognize an early career psychologist whose line of research has significantly contributed to our understanding of child and adolescent mental health, and to support the awardee in extending their current program of research.

Dr. Narayan is an Associate Professor in the Department of Psychology at the University of Denver. Her work focuses on the intergenerational transmission of risk and resilience and the effects of parents’ childhood experiences on their relational and parenting dynamics and their children’s mental health outcomes. Her research has been supported by The Guardian of Angels Foundation, the Society for Research in Child Development, The Ford Foundation, The Coydog Foundation, and the NIMH. She is the author of the Benevolent Childhood Experiences scale, which is widely used to assess positive childhood experiences in a culturally sensitive way.

As the Abidin Early Career Award winner, Dr. Narayan will receive \$20,000 from SCCAP to support her program of research. Dr. Narayan proposed two projects as part of her application. The first aims to evaluate informant discrepancies about why minoritized youth were removed from their biological family by child protective services. Dr. Narayan will make use of records that include both the official reason for the youth’s removal as well as the youth’s report about why they were removed to describe differences in the two perspectives. This will be an important initial step toward a larger goal of elevating youth voices and promoting antiracist methods in research on child maltreatment. Dr. Narayan’s second proposed project is to add a follow-up assessment to her ongoing study of 252 people, recruited while pregnant, and the non-gestational parent. These parents have been studied from pregnancy through the child’s kindergarten year; the Abidin Award will support a first grade follow-up. The goals of this study are to understand (1) parent and child experiences of racial discrimination, (2) how the parents’ caregivers protected them from racial discrimination, and (3) how the parents are working to protect their own children. The data collected in the first grade follow-up will help to elucidate how racial discrimination affects youth mental health and academic outcomes, and how parental racial socialization can mitigate these consequences.

Dr. Narayan has authored or co-authored over 60 peer-reviewed articles. She has spoken at national and international meetings on youth mental health, and has been

selected for other prestigious awards including the Early Career Award for Infant and Early Childhood Mental Health (ZERO TO THREE), Early Career Award for Child Maltreatment (APA Division 37), and the Early Career Award for Racial and Ethnic Minority Psychologists in Trauma Psychology (APA Division 56). She completed her PhD at the University of Minnesota, and her postdoctoral fellowship in the Department of Psychiatry at the University of California, San Francisco.

Please join us in recognizing Dr. Narayan as the 2024 Abidin Early Career Award recipient!

Early Career Contributions to Diversity Science Award

The SCCAP *Early Career Contributions to Diversity Science Award* is intended to recognize an early career psychologist who has established a program of empirical research that has had a major scientific and/or public impact on the field's understanding on diversity, equity, and inclusion.

This year we are delighted to announce **Jocelyn I. Meza, PhD**, as the winner of this award. Dr. Meza is a bilingual Licensed Psychologist and Assistant Professor at the University of California, Los Angeles (UCLA) Department of Psychiatry and Biobehavioral Sciences. At UCLA, she is the Director of the *Health Equity and Access Research and Treatment* (HEART) Lab and Associate Director of the *Youth Stress and Mood* (YSAM) Program. Dr. Meza completed her Ph.D. in Clinical Science at the University of California, Berkley and two postdoctoral fellowships at UCLA and the University of California, San Francisco, respectively.

Dr. Meza has made exceptional contributions with her work examining equitable suicide prevention strategies for diverse communities and sociocultural risk and protective factors associated with self-harm in youth. She has led the way in using her findings to inform clinical guidelines on suicide prevention for Black and Latine youth. In addition to her research accolades, Dr. Meza has made a significant impact in her community by training mental health providers in equitable evidence-based suicide prevention strategies, methods for managing depression, and skills to help children cope with experiences of discrimination. In fact, Dr. Meza has trained over 1,000 mental health providers in the Los Angeles area on equitable suicide prevention strategies, which will undoubtedly impact the lives of many children and families. In addition to training providers, Dr. Meza regularly provides clinical care to families, in English and Spanish, in community-based settings. Clearly, Dr. Meza is a rising star and embodies the spirit of this award.

As part of this award, Dr. Meza will receive a \$3,000 honorarium to travel to the APA Convention in Seattle, Washington and provide a talk on her groundbreaking and inspiring work. Please join us in recognizing Dr. Meza as the 2024 *Early Career Contributions to Diversity Science Award* recipient!

2024 Diversity Professional Development Awards

The goal of the Diversity Professional Development Awards is to provide educational and professional experiences to SCCAP members from diverse groups. This award intends to provide awardees the opportunity to gain new skills, to increase their professional network, and to promote their professional development by presenting at or attending professional conferences (online or in person). Congratulations to all of our winners!

Name	Institution
Celine Lu	University of Washington, Seattle
Greighson Rowe	American University
Jean Pauline Serrano	University of California, Santa Barbara
Jae eun Park	University of Notre Dame
Zanned Dantin	University of Tennessee, Knoxville
Zelda Flemming	University of South Florida
Marie Tanaka	San Diego Center for Children
Lamia Bagasrawala	Michigan State University
Hao Xu (Peter)	The University of Alabama
Jae Hyung Ahn	Lehigh University/Children's Healthcare of Atlanta
Nevita George	Hostra University
Yexinyu Yang	University of North Carolina at Chapel Hill
Raquel Rose	New York University
Maria Jimenez-Salazar	University of California, San Francisco
Chaela Nutor	Emory University

Routh Award Winners

The Routh Dissertation Grant provides support for student research that shows promise to add significantly to the research literature in the area of clinical child and adolescent psychology. Congratulations to the 2024 winners on their outstanding work!



Elizabeth Kitt, Yale University

Project Title: The Role of Parental Modulation of Fear Regulation in Childhood Anxiety: Translating Developmental Neuroscience into Clinical Practice

My dissertation takes a multimodal approach to elucidate the role of parental modulation of their child's fear regulation in childhood anxiety. Study 1 leverages ecological momentary assessment to assess parental assistance with their child's use of specific fear regulation strategies. Study 2 investigates how parental modulation of their child's neural fear responses translates into behavioral patterns involved in the maintenance of anxiety. Finally, Study 3 examines how these factors predict the efficacy of parent-based treatment.



Joshua Langfus, The University of North Carolina at Chapel Hill

Project Title: Evidence-Based Assessment of Childhood Reactive Aggression: Critical Review and Novel Measure Development

Severe reactive aggression in childhood is highly impairing. A lack of valid and reliable assessment tools poses a challenge to research and effective diagnosis and treatment. My dissertation critically reviews the landscape of existing aggression measures and then develops a novel tool using modern psychometric methods to meet current needs. The resulting 16-item Reactive Aggression Assessment (RAGA-16) is a brief, free, parent-report questionnaire with nationally-representative non-clinical norms as well as comparison data from clinic-referred children.



Ashley Schiros, Syracuse University

Project Title: Misinformation Mayhem: The Effects of TikTok Content on ADHD Knowledge, Stigma, and Treatment Seeking Intentions

The surge of ADHD-content on TikTok presents major challenges due to widespread misinformation. This dissertation aims to understand the effects of misinformation on ADHD-related knowledge, perceptions, and treatment-seeking intentions. A sample of treatment-naïve college students will view content from one of three conditions (accurate ADHD-content, misinformation ADHD-content, control content) and complete pre- and post-content survey measures. This research is a crucial first-step in elucidating the role of misinformation in the shortage of ADHD providers and medication.



Christopher Gomez, University of Kansas

Project title: *Using a Daily Diary Methodology to Study Community Violence Exposure and School Engagement in Latino Youth: Associations with Daily Negative Affect and Peer Conflict*

My dissertation study uses an intensive daily diary methodology to examine emotional (negative affect) and social (peer conflict) daily experiences that may explain the harmful spillover of community violence exposure into the classroom, ultimately impacting school engagement in Latino adolescents. Working with a sample of Latino high school students exposed to high levels of community violence, I hope to increase our understanding of the mechanisms by which community violence impacts the school experiences of adolescents.

Honorable Mentions



Brianna Ricker, Texas Tech University

Project Title: Investigating a Brief Positive Parenting Seminar Series as a Universal Intervention



Catherine Montgomery, Syracuse University

Project Title: Black Mothers' ADHD Experiences, Attitudes, and Support-Seeking Decisions

Student Achievement Award Winners

On behalf of the SCCAP Board of Directors, we are delighted to announce the winners for the 2024 Student Achievement Awards! This year, we received a high volume of extremely competitive applications. While this made it difficult to select winners, it showcased the amazing work that many SCCAP students are doing.



Gretchen Perhamus

Late-Stage Graduate Research Award

Project Title: Aggression and Irritability in Middle Childhood: Between- and Within-Person Associations

Gretchen Perhamus is a 6th year doctoral candidate under the mentorship of Dr. Jamie M. Ostrov at the University at Buffalo, SUNY. Gretchen's work broadly focuses on the interplay between affective, social-cognitive, and psychophysiological factors in the development of youth externalizing problems. As a NICHD F31-Diversity recipient, Gretchen's research is one of the first known to examine the role of peer relations in the development of CU traits across multiple developmental periods (i.e., middle childhood to adolescence) and includes rigorous assessments of multiple domains of functioning (e.g., social, affective, biological). In addition, Gretchen has demonstrated a commitment to mentoring underrepresented students in her role as an undergraduate and McNair scholar mentor and has served as an English language support volunteer for children of refugee families. Congratulations to Gretchen on all her accomplishments!



Cleanthis Michael

Early-Stage Graduate Research Award

Project Title: Timing-Dependent Associations between Harsh and Warm Parenting and Functional Brain Architecture: Longitudinal Implications for Risk and Resilience

Cleanthis Michael is a 3rd year doctoral student at the University of Michigan under the mentorship of Dr. Luke Hyde. Cleanthis' work primarily characterizes how environmental experiences interact with the plasticity of the developing brain to influence cognitive and socioemotional functioning and mental health across childhood and adolescence. Cleanthis' research combines clinical, developmental, and neuroscientific approaches to delineate how the state and pace of brain development interact with adversity and support, shape behavior, and can be targeted by policy and intervention. Cleanthis has also been the recipient of multiple competitive fellowships and awards at the University of Michigan in recognition of his work. In addition, Cleanthis has demonstrated a commitment to teaching, mentorship, and community outreach. Through these roles, he is dedicated to the research and career mentorship of early-career scientists to help break down the barriers of an increasingly multidisciplinary clinical science, especially the unique and intersecting barriers faced by students with minoritized identities. Congratulations to Cleanthis on all of his accomplishments!



Caroline Whitmarsh

Undergraduate Research Award

Project Title: Evaluating the Working Memory Profiles of 4th and 5th-Grade Students with Reading Difficulties: Original Data Collection

Caroline Whitmarsh is a junior at the University of Texas at Austin who is currently pursuing a Bachelor of Art in Plan II Honors and Psychology, as well as a certificate in Intervention and Vulnerable Children. Caroline has demonstrated excellence in research focusing on executive functioning support and implementing and disseminating evidence-based practices for underserved families and children. In particular, she serves as first author on a project examining the working memory profiles of 4th and 5th-grade students with reading difficulties compared to their typically developing peers. She has also completed extensive coding training to characterize processes of evidence-based practices for emotional and behavioral disorders in children and adolescents. Caroline serves as a College of Liberal Arts' Dean's Ambassador and Bridging Disciplines Program Ambassador at UT. Caroline promises to be an outstanding scholar, as exemplified by her multiple recent research projects, volunteering and clinical work, and her exceptional community engagement. She hopes to pursue neuropsychological training at the graduate level. Congratulations to Caroline on all of her accomplishments!



Faye Domokos

Clinical Award

Faye Domokos is a 4th year doctoral student under the mentorship of Dr. Jennifer Bolden Bush, at the University of Tennessee, Knoxville. Faye has extensive experience in assessment and delivering evidence-based treatments to children and adolescents in a variety of rural and urban community mental health settings. Further, Faye spearheaded a new clinical practicum with the Knox County Juvenile Court in Knoxville, TN to bring high-quality, comprehensive evaluations to children and adolescents involved in the youth justice system. Faye has demonstrated a commitment to serving the mental health care needs of underserved communities in rural and urban Tennessee and her work highlights the ongoing need for equitable and affirming access to care in this region. In addition to her exceptional clinical work and commitment to evidence-based practices, Faye has also mentored many undergraduate and early-stage graduate students in research and clinical work, and engaged in various outreach and community service projects. Congratulations to Faye on all of her accomplishments!

Congratulations to Our Honorable Mention Recipients!

Andrea Wiglesworth, University of Minnesota Twin Cities

Late-Stage Graduate Research Award – Honorable Mention

Project Title: A Multi-Level Examination of Impulsivity and Links to Suicide Ideation among Native American Youth

Sarah Sullivan, City University of New York

Early-Stage Graduate Research Award – Honorable Mention

Project Title: Single Session, Scalable Strategy for Adolescent Suicide Prevention

Grace Bartholomae, Loyola University of New Orleans

Undergraduate Research Award – Honorable Mention

Project Title: Executive Functions and Disordered Eating

Erika Roach, University of California Berkeley

Clinical Award – Honorable Mention

2024 Student Development Committee Professional Development Awards

The goal of the Professional Development Awards is to promote the professional growth of SCCAP student members. The award intends to provide awardees support for conference attendance, online educational opportunities, and/or the purchase of printed materials (excluding posters) that relate to the student's work.

We are pleased to announce the following SCCAP student members who were awarded Professional Development Awards:

Name	Institution
Ashlynn Steinbaugh	Palo Alto University
Daniella Gelman	University of Maine
Frances Cooke	The Catholic University of America
Laurel Benjamin	San Diego State University/University of California San Diego
Marisa Meyer	Temple University
Nevita George	Hofstra University

Consolidated SCCAP Awards Period

New Application Period for All Awards: Oct. 1 – Jan. 5
Award Announcements by Feb. 21

The SCCAP Awards Committee is moving **all** award application periods to one unified period. The application period will open October 1 of the year before the awards are selected.

To advance its mission, SCCAP has developed a series of awards to recognize and promote excellence across the specific child and adolescent-focused domains listed in its mission statement; *(a) research; (b) evidence-based practice; (c) training and career development; (d) diversity, equity, and inclusion; and (e) dissemination*

The awards are a **members-only benefit**. To receive the monetary portion of any award an applicant must be domiciled in the United States of America or US territory. The SCCAP nomination process is not cumbersome and self-nominations are accepted. Most awards require submission through the application form on each award specific website page.

SCCAP encourages and welcomes applicants with diverse backgrounds with respect to age, disability, gender, geography, nationality, race, religion, ethnicity, and sexual orientation.

SCCAP Awards Slate:

[Distinguished Career Contributions to Practice or Training](#)

[Distinguished Career Contributions to Science](#)

[Abidin Early Career Award and Grant](#)

[Early Career Contributions to Diversity Science](#)

[Routh Dissertation Grant](#)

[Bob Smith Excellence in Assessment Award](#)

[Student Achievement Award](#)

[Diversity Professional Development](#)

[SDC Professional Development](#)

[Leadership Education to Advance Diversity \(LEAD\) Fellow Awards](#)

[*Fellow Status](#)

[*Poster Awards](#)

[*Future Directions Launch Awards](#)

*Please note that [Fellow Status](#), [Poster Awards](#), and [Future Directions Launch Awards](#) will remain on their own application and award schedule. See program pages for more details.

Highlights for Issue 3 of the Journal of Clinical Child and Adolescent Psychology

By **Andres De Los Reyes, PhD**
Editor-in-Chief, JCCAP

I am excited to report highlights from our upcoming issue in the *Journal of Clinical Child and Adolescent Psychology*. Our Evidence Base Update for this issue is actually an update from a highly influential study by Danielson and colleagues (2018; <https://doi.org/10.1080/15374416.2024.2335625>), which was published in an earlier volume of the journal.

In Issue 3's Evidence Base Update, Danielson and colleagues (2024) report updated prevalence estimates of ADHD based on 2022 figures, along with key characteristics linked to these estimates (e.g., treatment characteristics, co-occurring conditions, demographics). Below you will find the abstract from this article, along with the doi link at which to access it. As an Evidence Base Update, we expect to make this article free to access for a full year following its release.

In light of the contribution this article makes to the field, I am beyond grateful to SCCAP's current President, Dr. Andrea Chronis-Tuscano, for collaborating with Dr. Nadia Bounoua to prepare an Editorial to accompany the piece by Danielson and colleagues (2024). Further, the empirical articles included in this issue were carefully curated to highlight cutting-edge work in ADHD. The issue closes with an inspiring, forward-thinking Future Directions piece by Dr. Giusto and colleagues (2024) on models of community-engaged research.

You can find these and other articles from the journal on our page at Taylor and Francis: <https://www.tandfonline.com/journals/hcap20>.

ABSTRACT (From Danielson et al., 2024;
<https://doi.org/10.1080/15374416.2024.2335625>)

Objective: To provide updated national prevalence estimates of diagnosed attention-deficit/hyperactivity disorder (ADHD), ADHD severity, co-occurring disorders, and receipt of ADHD medication and behavioral treatment among U.S. children and adolescents by demographic and clinical subgroups using data from the 2022 National Survey of Children's Health (NSCH).

Method: This study used 2022 NSCH data to estimate the prevalence of ever diagnosed and current ADHD among U.S. children aged 3–17 years. Among children

with current ADHD, ADHD severity, presence of current co-occurring disorders, and receipt of medication and behavioral treatment were estimated. Weighted estimates were calculated overall and for demographic and clinical subgroups (n = 45,169).

Results: Approximately 1 in 9 U.S. children have ever received an ADHD diagnosis (11.4%, 7.1 million children) and 10.5% (6.5 million) had current ADHD. Among children with current ADHD, 58.1% had moderate or severe ADHD, 77.9% had at least one co-occurring disorder, approximately half of children with current ADHD (53.6%) received ADHD medication, and 44.4% had received behavioral treatment for ADHD in the past year; nearly one third (30.1%) did not receive any ADHD-specific treatment.

Conclusions: Pediatric ADHD remains an ongoing and expanding public health concern, as approximately 1 million more children had ever received an ADHD diagnosis in 2022 than in estimates from the 2022 NSCH provide information on pediatric ADHD during the last full year of the COVID-19 pandemic and can be used by policymakers, government agencies, health care systems, public health practitioners, and other partners to plan for needs of children with ADHD.

Journal Update:
**Evidence-Based Practice in Child
and Adolescent Mental Health**

By Mary A. Fristad, PhD, ABPP
Editor, *EPCAMH*

EPCAMH is pleased to announce that our 2024 first quarter downloads are up 22% from last year and are up 228% from 2021, our first full year with the current Editorial Board.

We have several special issues on the way- Volume 9 Issue 2 (coming out June 3) will focus on Tic and Tourette Disorder, with thanks to special guest editors Drs. Adam Lewin, Michael Himle, and Tara Peris. Issue 3 (coming out September 2) addresses Education of the Behavioral Health Workforce, thanks to the special guest editors Drs. Jennifer Reese and Robert Friedberg.

As always, I encourage our members to ***read, cite, and submit*** EPCAMH articles, as we strive to be the ***#1 clinical resource for our members.***

Update from SCCAP Representatives to APA Council

By Mary Louise Cashel, PhD & Stephen Hupp, PhD
SCCAP Representatives to APA Council

Division 53 Representatives Mary Louise Cashel and Stephen Hupp attended the APA Council Meeting on February 23-24, 2024, in Washington, DC. At this February meeting we supported, and COR approved:

- A resolution calling for an end to involuntary isolation for incarcerated youth that exceeds a 4-hour period and restricting the use of isolation to crisis or emergency situations only.
- A resolution promoting secure firearm storage practices with emphasis on temporary removal of firearms during mental health crises to prevent suicides. The resolution also advocates for increased federal funding to implement evidence-based strategies in suicide prevention.
- A policy statement on evidence-based inclusive care for transgender, gender diverse and non-binary individuals. The policy affirms APA support for access to evidence-based care, addresses misinformation and the harms of stigmatization and the lack of such access, and it highlights APA support for insurance providers to include coverage addressing the medical and psychological healthcare needs of this population.
- A resolution to support parents with disabilities, calling for policy makers to support increased research, intervention, and policy development to assist parents with disabilities and reduce disparities and biases experienced by this population.

The Council of Representatives also voted to approve the revision to the APA Strategic Plan, which is updated and subject to review every five years. The complete plan can be reviewed on [the APA website](#). The primary goals are consistent with the previous plan:

- Utilize psychological science and knowledge to make a positive impact on critical social issues.
- Prepare the field of psychology for current and future opportunities and challenges.
- Elevate the public's understanding, appreciation, and utilization of psychology.

- Strengthen APA's role as a leading voice for psychology.

Mary Louise Cashel also participated with many COR members in Capitol Hill Day on February 22, 2024, and met with representatives for congressional leaders. The Capitol Hill Day participants made a point to advocate for the Youth Mental Health Research Act, the Graduate Psychology Education Program (GPE), and for increased federal funding allocations to enforce child labor laws. The Youth Mental Health Research Act, if passed will authorize \$100 million per year for five years to develop, evaluate, and deliver preventive interventions for youth at risk and treatments for youth in crisis. The GPE program funds training in health-service psychology at the graduate, internship, and postdoctoral levels. The funding request for the Department of Labor's Wage and Hour Division is an outgrowth of advocacy efforts within COR, specifically the APA Policy Statement on the Developmental Risks and Opportunities of Adolescent Employment, which was passed last summer.

All together it was a productive Council meeting. Our next meeting will be held in conjunction with the APA Convention in Seattle Washington, August 6-7, 2024.

American Board of Clinical Child & Adolescent Psychology Update

By David A. Langer, PhD, ABPP
President, ABCCAP

I'm delighted to write my first column as ABCCAP president for the InBalance newsletter! As an attempt to blend concision and creativity, I present an ABCCAP acrostic:

ABCCAP's mission is to recognize, certify, and promote competence in our specialty areas – Clinical Child/Adolescent Psychology and Pediatric Psychology.

Boarded specialists demonstrate their competence through a 3-stage board certification process: 1) credentials (e.g., license, transcripts, description of training), 2) practice samples (portfolio of your everyday work), and 3) oral exam (committee meeting with three specialists/peers).

Competence is the focus. Our examiners are guided to focus on competent practice as the bar for board certification (excellence is great, of course, but it's not the standard we use!).

Collegiality is our style. The vast majority of our boarded specialists report that the boarding experience was collegial and positive. We're looking to help. If you're not sure about the process, please reach out!

Any psychologist could describe themselves as a clinical child/adolescent or pediatric psychologist. Board certification shows that you completed a rigorous process to demonstrate successfully your specialized training and competent practice.

Psyched about learning more? Contact me and/or visit our [website](#).

SCCAP Fellows Committee Update

By **Martha C. (Marcy) Tompson, PhD**
Chair, SCCAP Fellows Committee

Congratulations to our new SCCAP Fellows:

- Diane Chen PhD
- Robin H. Gurwitch, PhD
- Christopher A. Kearney, PhD
- Barbara A. Mowder, PhD
- Kenneth H. Rubin, PhD
- Jenelle R. Shanley, PhD
- Jonathan Woods Weinand, PhD.

The Fellows Committee unanimously agreed that they had made outstanding and extraordinary contributions to the field of child and adolescent mental health. Bravo!

In addition, we recommended five of our members for *Initial* Fellow Status, and they will be announced at the APA Conference in August.

SCCAP Fellow status is a valued honor and recognizes outstanding contributions, with national impact, to Psychology overall and to SCCAP specifically. As Fellows Chair I am taking opportunities to showcase some of our wonderful SCCAP Fellows. This month we introduce **Dr. Rhonda Boyd**, who became a Fellow on January 1, 2024 and is already participating as a member of the Fellows Committee.

Dr. Rhonda C. Boyd is an Associate Professor in the Department of Child and Adolescent Psychiatry and Behavioral Sciences at the Children's Hospital of Philadelphia (CHOP) and the University of Pennsylvania Perelman School of Medicine. Additionally, she is a researcher at CHOP Policy Lab and a member of the National Scientific Council on Adolescence. She is the Associate Director of the CHOP's Child and Adolescent Mood Program in the outpatient clinic where she practices as a licensed psychologist specializing in the evaluation and treatment of youth with depression and suicide risk. She has served as a Principal Investigator and Co-Investigator on multiple federal grants including those from the National Institutes of Health and the Maternal and Child Health Bureau. Specifically, she has conducted several studies examining maternal depression and its impact on children, particularly focused on Black families and has developed and adapted interventions for urban, diverse families with maternal depression in multiple settings, such as community, mental health, and primary care. More recently her work has shifted to include youth suicide prevention. Currently, she is a Co-Investigator for two Practice-Based Suicide Prevention Research Centers funded by the National Institute of Mental Health. Additionally, she participated in the workgroup for the Congressional Black Caucus

Emergency Taskforce on Black Youth Suicide & Mental Health which resulted in the influential “Ring the Alarm” report, as well as participated with the development of the “Suicide: Blueprint for Youth Suicide Prevention” report. Dr. Boyd was on an advisory committee for the American Foundation for Suicide Prevention which developed a suicide prevention education program for Black and African American communities (LETS Save Lives) that has been launched in 2024 into communities across the US. Her research and expertise have been highlighted in several media outlets such as US News Report, Black Channel Network and Teen Vogue.

If you are interested in becoming an SCCAP Fellow, you are encouraged to apply! Applications for the 2025 cycle are not due until December 1, 2024, so you have plenty of time. Please be aware you're your APA dues must be up-to-date and membership current at the time of application. For information on requirements, please visit the SCCAP website (<https://sccap53.org/membership/>). I will be at the APA Conference and happy to talk!

Science & Practice Committee Update

By Jennifer L. Hughes, PhD, MPH
Member-at-Large: Science & Practice

I would like to start by highlighting the great success of our second SCCAP Clinical Practice Institute (CPI), “**Navigating Technology and Social Media Use with Children, Adolescents, and Families: Clinical Implications of APA Guidance on Social Media Use**”. SCCAP hosted 3 monthly sessions in the Fall of 2023 with a fantastic group of speakers, including Dr. Sophia Choukas-Bradley, Dr. Jessica Hamilton, Dr. Candice Biernesser, and Dr. Sarah Domoff (<https://sccap53.org/the-clinical-practice-institute-cpi/>). Session participation ranged from 30-45 SCCAP members, and attendees were active and engaged, discussing ideas about how to support parents who are concerned about their teen’s technology use, especially how to do so in a collaborative way, and about best practices for assessing and treating problematic media use. SCCAP CPI was designed to be a series of 3, 3-hour interactive seminars, with a focus on tangible, evidence-based practices and recommendations to take straight to clinical practice, and we received feedback that this year’s offering met this goal!

- *“Excellent webinar with a great balance of lecture and discussion, with very helpful resources for clinical practice.”*
- *“An informative training that provided useful information and concrete tools that will be very helpful in practice. Thank you!”*
- *“Excellent presentation; cannot recommend it enough. Very nicely done. Great speakers who are definitely on top of their field.”*

Members, we want to hear from you! Are you interested in us continuing CPI? Are there topics that you hope CPI will explore? Please contact me if you have ideas. Also, let me know if you would like to serve on the 2024 CPI Sub-Committee, forming now!

I want to highlight a few specific science and practice resources from APA. If you have not already, please sign up for the APA Science Spotlight, available at: <https://www.apa.org/news/science-spotlight>. Additionally, the APA Practice Directorate has an email list for Practitioners, available at: <https://www.apa.org/practice/resources/listserv>.

If you would like to become more involved in SCCAP and are interested in contributing to the Science or Practice Committees, please contact me at Jennifer.Hughes@nationwidechildrens.org

Membership Committee Update

By Chrissy Cammaratta, PhD, ABPP

Member-At-Large: Membership and Public Interest

We are looking forward to celebrating SCCAP's 25th Anniversary with you in Seattle, WA at APA this year.

I also would like to introduce you to our new Membership Committee Co-Chair, **Mary Kathryn Cancelliere, PhD** from Hasbro Children's Hospital and Brown University. She has been a long-time member of SCCAP and is excited to support and learn about our membership. Welcome!

Please be on the lookout for a membership benefits survey and consider taking a few minutes to complete this. Our membership committee wants to hear from you about what you value in your membership and what else we can do to continue to be your professional home. You will be eligible to win a gift card as a thank you. More details to come.

Last but not least, it's almost time to renew your membership! Please take a moment and visit www.SCCAP53.org so you don't miss out on great membership benefits like our listserv, newsletter, convention programming, SIGs, and so much more!

We value your continued support and look forward to seeing you soon!

Acute, Intensive, & Residential Services SIG Update

By **Alysha Thompson, PhD**
AIRS Special Interest Group Chair

Inaugural AIRS SIG Awards

The Acute, Intensive, & Residential Services (AIRS) SIG Board of Directors is proud to announce that **Jarrold Leffler, PhD, ABPP** has been selected as the recipient of the **2024 AIRS Distinguished Professional Contributions Award**. This award recognizes Dr. Leffler's significant efforts to promote awareness, accessibility, and implementation of evidence-based mental health services within the area of acute, intensive, and/or residential services with youth. Dr. Leffler is licensed across three states (Virginia, Minnesota, and Ohio) and is an Associate Professor at Virginia Commonwealth University. Dr. Leffler has been a champion and pioneer in the AIRS arena throughout his career, and is also a founder of the AIRS SIG and has lead the executive board.

The AIRS SIG Board of Directors is also proud to announce that **Ms. Patricia Garibaldi, MS**, from Northwestern University's Feinberg School of Medicine has been selected as the recipient of the **2024 AIRS Distinguished Student Contributions Award**. This award is based on Ms. Garibaldi's significant efforts in practice, research, and advocacy within the field of child and adolescent psychology, with a special focus on high-acuity populations and care. She demonstrates exemplar performance in both clinical practice and research contributions with children and adolescents in various settings of higher clinical acuity.

As the AIRS SIG award winners, Dr. Leffler and Ms. Garibaldi will be recognized at this summer's APA conference during the AIRS SIG Business Meeting and Awards Ceremony. Please join us in congratulating Dr. Leffler and Ms. Garibaldi!

Connect with the AIRS-SIG at APA

We have lots of folks who will be presenting or attending APA in Seattle this year! See below for AIRS SIG relevant presentations at APA, we are looking forward to seeing you and hearing from the great presenters below! I am looking forward to seeing you all in Seattle!

Thursday, August 8th

1:00 – 1:50pm – “Developing and Implementing an Integrative Therapeutic Program for Acute Pediatric Psychiatry Units,” Lisa Roberts and Jennifer Moran

1:00 – 1:50pm – “Psychiatric Residential Care for Youth: Commonly utilized, rarely explored in research,” Linda Ruan-lu, Guy Diamond, Jordan Soper, Alannah Rivers, Guy Weissinger, Michael Roeske, Nicole Watkins

Friday, August 9th

10:00 – 10:50am – Division 53 Poster Session, Spotlight on a poster
“Breaking the Silence: Addressing Child Suicidal Behaviors in Psychiatric Inpatient Units” by Alyssa Allen, Ashley Brooks, and Michelle Schultz

2:00 – 2:50pm – SCCAP Distinguished Career Award, Jarrod Leffler, co-founder and past chair of the AIRS SIG will be receiving the Distinguished Career Award and presenting his work, *“Recreating the Wheel, Groundhog Day, Deja Vue All Over Again... Call it What You Like, but Let’s Develop a Better Way to Do This.”*

2:00 – 2:50pm – “Understanding the Youth Mental Health Crisis: Bringing Theory to Public Health,” Carl Waitz

3:00 – 3:50pm – Division 53 / SCCAP Business Meeting

4:00 – 4:50pm – Division 53 / SCCAP 25th Anniversary Presidential Panel

5:00 – 5:50pm – SCCAP (Division 53) Social Hour

Saturday, August 10th

8:00 – 8:50am – “Health Equity for Youth in Inpatient Psychiatric Services for Children and Adolescents,” Carl Waitz, Aaron Vaughn, Jarrod Leffler, Alysha Thompson

8:00 – 8:50am – “The Intersection of Trauma, Gender, and Race Status among Treatment Seeking Youth,” Hilary Hodgdon, Lia Martin, Sujata Swaroop, Skyler McComas, Elijah Oyenuga, Kayla Lord

10:00 – 10:50am – **AIRS SIG Business Meeting and Awards Ceremony in the SCCAP Suite** – stay tuned for more details from SCCAP about the location of the suite! In the past few years we have used this as a social hour to connect with folks in the AIRS SIG in person, network, and talk through topics specific to the AIRS SIG. This year, we will also have the inaugural presentation of our AIRS SIG awards!

Recent Conference Presentations:

At AACAP in New York in October, Alisson Tebbett-Mock and Ema Saito presented their poster “The Effects of Pandemic on Aggressive Behavior in Acute Care Adolescent Psychiatric Unit”.

At the Anxiety and Depression Association of America conference in April, Nathaniel Van Kirk, PhD, Rachel Schein, PsyD, and Jarrod Leffler, PhD, ABPP, and Maria Fraire, PhD (**pictured below**) presented on building competence in Acute / Intensive Care Training programs.



At the International Academy of Child and Adolescent Psychiatry and Allied Professionals (IACAPAP) conference in Rio de Janeiro, Brazil in May, Jasmine Ghannadpour and team presented a symposium on eating disorders, including work from their inpatient unit and partial hospital program

Recent and Upcoming Publications by AIRS SIG Members

Hodgson, C., Krishna, R., & Akasaka, K. (in press, 2024). Milieu Management and Therapeutic Groups in Inpatient Child and Adolescent Psychiatry Units. *Child and Adolescent Psychiatric Clinics of North America*.

Leffler, J.M., Thompson, A.D., & Simmons, S. (editors; in press). *Handbook of Evidence-Based Inpatient Mental Health Programs for Children and Adolescents*. Springer Publishing Company, LLC, New York, NY. **Almost every chapter in this handbook has a member of the AIRS SIG as a co-author, with over 15 institutions around the country represented**

Rubenson, M. P., Gurtovenko, K., Simmons, S. W., & Thompson, A. D. (2024). Systematic Review: Patient Outcomes in Transdiagnostic Adolescent Partial Hospitalization Programs. *Journal of the American Academy of Child and Adolescent Psychiatry*, 63(2), 136–153. <https://doi.org/10.1016/j.jaac.2023.03.022>

Tebbett-Mock, A., Saito, E., Tang, S., McGee, M., Van Meter, A. (in press, April 2024). The Mental Health Toll of the COVID-19 Pandemic on Adolescents Receiving Inpatient Psychiatric Treatment, *Journal of Child and Adolescent Psychopharmacology*.

Waitz, C., & Bekkeli, K. (2024). Psychoanalytically informed care and behavioral medicine: Consideration and recommendations for evidence-based practice in institutions. *Psychoanalytic Psychology*, 41(1), 1–7. <https://doi.org/10.1037/pap0000489>

Waitz, C., Caracansi, A., Kaufman, K., Campbell, E., Anglemeyer, E., Anglero-Diaz, Y., Paden, S., Zou, B., & Ibeziako, P. (2024). Implementing patient-reported outcome measures on an adolescent inpatient psychiatry unit: A feasibility study. *Psychological Services*. Advance online publication. <https://doi.org/38483486>

Ongoing AIRS SIG Events

Our early career consultation group continues to meet monthly. If you identify as an early career psychologist working in AIRS settings, please come and join our group for community and consultation! More information regarding dates can be found in our attached flier.

Bilingual Psychologists SIG Update

By Hannah Jones, PhD
Bilingual Psychologists SIG Co-Chair

The Bilingual Psychologists Special Interest Group has been hosting monthly virtual networking events throughout the year. The topics for our most recent virtual networking events included discussing and sharing resources on:

- Professional language proficiency
- Bilingual supervision

The Bilingual Psychologists SIG also hosted our first in-person networking event in collaboration with Division 54 of APA at the Society of Pediatric Psychology Annual Conference (SPPAC).

Look to the listserv for information about our next event. Grab a coffee or tea and come meet, network, and strategize with other bilingual providers from across the United States!

We are still looking to fill the Secretary and Treasurer positions on our Executive Board! We also would love to have an executive board member that is bilingual in another language other than Spanish to be able to provide additional perspectives and tailor events to meet the need of the diverse field of bilingual clinicians.

Secretary

- Take meeting minutes for executive board and events
- Create the event announcement emails
- Monitor SIG email and track RSVPs for SIG events

Treasurer

- Manage financial stipend received annually for the SIG and allocate funds accordingly
- Manage SIG Zoom account
- Create zoom link for board meetings and events
- Take meeting minutes when secretary is not available

Interested applicants for the open Executive Board positions or to learn more about the Bilingual Psychologists Special Interest Group, please email Hannah.jones@choa.org and Erika.Garcia-Rocha@childrenscolorado.org

Clinical Child & Adolescent Practice SIG Update

By Jill Thurber, PhD, ABPP
Chair, Clinical Child and Adolescent Practice SIG

The Clinical Child and Adolescent Practice (CCAP) Special Interest Group continues to grow with membership at 198. On April 26, 2024, the CCAP SIG hosted a webinar titled: “I Don’t Work with Autism: Yes You Do! (What You Need to Know About Assessment)” led by Megan Lawson, Psy.D., ABPP and Allison Sallee, Ph.D. Participants gained new insights on the latest tools for assessing autism spectrum disorder and making accurate differential diagnoses.

If you are interested in presenting an interesting clinical case study, sharing your area of specialization in research or clinical practice with child and adolescent psychologists across the country, please reach out to jillthurber@gmail.com or elizabethelder.sw@gmail.com. Additionally, if you have a topic of interest that would be helpful for our special interest group to present, please contact Dr. Thurber or Elizabeth with your requests. We look forward to presenting a case conference or webinar in the Fall of 2024.

From the Emerging Adulthood SIG

Caregiver Involvement in Emerging Adult Mental Health Treatment: Special Considerations

**By Arielle Linsky, PhD, Emerging Adulthood SIG Member at
Large: Practice**

Weill Cornell Medicine

**& Joe DeLuca, PhD, Emerging Adulthood SIG Member at
Large: Education**

Fairfield University & Icahn School of Medicine at Mount Sinai

Emerging Adulthood is a unique developmental stage between adolescence and established adulthood in which individuals shift along the continuum from dependence to autonomy across multiple domains (see Arnett, 2007; Arnett et al., 2014). Emerging adulthood generally refers to the period between the ages of ~18 to 29 in most industrial societies and has become a critical developmental period to understand for researchers and clinicians — especially as adolescence has become more elongated over the past few decades (Cicchetti, 2023; see also our [Emerging Adulthood Special Interest Group \(EA SIG\) Mission Statement](#)). Relatedly, the issue of caregiver involvement in emerging adult mental health treatment has become an important topic of discussion during this transitional stage, particularly as the prevalence rates of mental illness among emerging adults continues to rise (see National Institute of Mental Health, 2021).

Caregivers remain quite involved in emerging adults' lives in the general population, with many in daily contact and providing regular financial support (Arnett, 2014), as well as reminding their emerging adults of deadlines they need to meet and making appointments for them (Quealy & Miller, 2019). For emerging adults who struggle with psychiatric disorders, the role of the caregiver can be even greater. The literature regarding caregiver participation in child and adolescent mental health treatment is extensive (e.g., Dippel et al., 2022), but guidance on this topic in emerging adulthood care is quite sparse (e.g., Miller et al., 2019). In this brief article, we aim to offer preliminary guidance for clinicians in involving caregivers in emerging adult mental health care and to make the case for ongoing research and professional discussion about this topic.

The role of caregiver over-accommodation and under-support:

Caregivers of emerging adults, particularly those with mental health concerns, can find themselves in an ongoing challenge to determine how much to support and intervene in their emerging adult's lives. Many mental health problems in emerging adulthood originate in childhood or adolescence (Kim-Cohen et al., 2003). Thus, patterns of caregiver over-accommodation (e.g., assisting a child's avoidance of an anxiety-provoking situation) may impact the developmental trajectory of youth, interfering with skill and confidence development and delaying milestone achievement in the emerging adult period (Hoffman et al., 2018; Le Blanc et al., 2020). Further, given the relative modernity of this developmental phase, many caregivers may be confused about the level of support their emerging adult continues to need, contributing to invalidation, under-support, and providing too little scaffolding toward developmental milestones.

Practical strategies for involving caregivers in emerging adult treatment:

Though more research is needed, some evidence-based strategies already exist for involving caregivers in emerging adult treatment for specific clinical populations. For instance, for those with early-stage psychosis this can include manualized programs covering psychoeducation, communication skills, and problem-solving training (Camacho-Gomez & Castellvi, 2020; Herrera et al., 2023). For those with eating disorders, there are programs focused on addressing expressed emotion and family functioning (Dimitropoulos et al., 2019).

Various clinical and administrative tools have also been developed to assist clinicians in working with transitional aged youth more generally. Examples of such tools for youth transitioning to college include a qualitative "[Transition Readiness Assessment and Action Plan Checklist](#)" (Martel et al., 2015) focused on addressing gaps in a young person's health knowledge and skills (e.g., medication use, psychosocial development) and a quantitative "[Transition Readiness Assessment Questionnaire](#)" (Wood et al., 2014) focused on health and health-care self-management. Both tools can be completed by emerging adults and their caregivers. Kranzler et al. (2019) have also outlined the importance of individual and group caregiver meetings focused on psychoeducation around the developmental phase of emerging adulthood, the accommodation cycle, core communication skills such as empathy, and scaffolding. This team has published [several tools](#) for emerging adult care, including an emerging adult self-assessment, emerging adult transition planning decisions, and developmental considerations for clinicians working with emerging adults.

Conclusions

Clearly, more research and professional discussion are needed around this topic. As we note in our EA SIG Mission Statement, cultural considerations are also essential in this work (e.g., Swanson, 2016; Syed & Mitchell, 2013), as the phase of emerging adulthood and caregiving practices can differ cross-culturally and within cultures. We particularly look forward to more discussion and work in this area.

Overall, the EA SIG is very interested in starting a dialogue about potential answers to this broad topic, so [please feel free to join our email list here](#). We are also interested in hosting and co-hosting practical webinars on this topic, as well as presenting at conferences and writing commentary and empirical pieces.

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Updates from the Professional Development & Mentoring SIG

By Hannah Ades, BA & Andres De Los Reyes, PhD
Co-Chairs, PDM SIG

Through a partnership with an annual meeting devoted to the professional development and mentoring of Early Career Members (ECMs) (i.e., *Future Directions Forum*), the PDM SIG advocates for ECM interests, provides a means for established SCCAP members to consult and provide guidance, and solicits information from ECMs on professional development programming and mentoring opportunities of interest to them. The membership of the PDM SIG traverses career stages and we encourage SCCAP members broadly to consider joining this important SIG, [here](#)!

As the *Future Directions Forum* is closely approaching, the PDM SIG is excited to hold its first annual meeting in July! The *Future Directions Forum* will serve as a capstone for the PDM SIG's year-round activities. At this year's meeting, we expect to hold discussions surrounding virtual programming offered throughout the year, and collaborate with members to design social events for the APA Convention. Collectively, these activities will serve to engage PDM SIG members year-round, and create an outlet for attendees who have yet to become SCCAP members to learn more about the society and see the value of becoming a member. Learn more about this year's *Future Directions Forum* [here](#), and you can register to attend the *Future Directions Forum* [here](#).

Join us in this exciting initiative, and we welcome all your feedback, questions, comments, and insights about what the PDM SIG is up to and where it goes from here!

Introducing the Latest Special Interest Group at SCCAP:

The Summer Treatment

Program SIG

By Katie Hart, PhD & Sarah Tannenbaum, PsyD, ABPP
Co-Chairs, STP SIG

The Summer Treatment Program (STP) Special Interest Group (SIG) is thrilled to join the dynamic SIG community of the Society of Clinical Child and Adolescent Psychology (SCCAP). Our SIG is dedicated to the dissemination, research, training, consultation, leadership, and expansion of available STPs. The primary goal of the STP SIG is to provide a professional forum that supports clinicians, researchers, students/trainees, and administrators in the successful implementation of STPs. As a unified network of scientists, practitioners, and administrators, the STP SIG is interested in developing a venue to share emerging or promising practices and interventions that can enhance the STP by increasing access, promoting equity, increasing diversity, improving training practices for the next generation of child mental health practitioners, and incorporating more family/stakeholder feedback and voice into intervention strategies.

Establishing our SIG this year feels even more meaningful with the loss of STP pioneer, trailblazer, and visionary, Dr. William E. Pelham, Jr. The first STPs were run in the early 1980's at Florida State University. Since then, it has been conducted in a variety of university, clinic, hospital, school, and out-of-school settings throughout North America and internationally and has been expanded through rigorous research to serve children across the early childhood, elementary, and middle school years. It has received many accolades, including being recognized as a Model Program for Service Delivery for Child and Family Mental Health by SCCAP. The STP represents the best of the best of best practices for children with ADHD and other behavioral, emotional, and associated learning challenges. It has shaped our understanding and treatment of ADHD in ways that will live on for years to come. What it has inspired in the children and families who have experienced the program, in the students and staff who have worked in the program or led the program is immeasurable. It is truly life-changing. We are excited to be part of ensuring that this program continues to change and inspire lives for years to come.

Despite being a well-known evidence-based treatment for children with ADHD, STP is only regularly offered at 15 sites across the US, suggesting dissemination and implementation challenges that limit access for many. With rates of ADHD and co-occurring conditions on the rise and representing significant hardship, there is a need to improve access to this important, life-changing intervention. However, there are many barriers to running high fidelity STPs including the requirement for highly specialized training, limited knowledge and awareness of the intervention, and limited research into adaptations of the STP in community settings. Therefore, there is a need

to spread awareness of the STP and to connect STP clinicians, researchers, and administrators so that those working to implement STPs have a platform to share resources and creative adaptations or intervention strategies.

The STP SIG is interested in (a) creating a national network of STP providers and programs, (b) developing shared resources and a listserv to offer space for clinical conversations, questions, guidance, and problem-solving around STP implementation, (c) educating others about STPs, (d) promoting awareness of STPs and adapted STP programs, (e) providing mentorship for those seeking to develop or expand STPs, and (f) refining best practices for STPs in community settings with diverse populations and budgetary restraints. Given the significant number of children diagnosed with ADHD, the hardships faced by children and families diagnosed with complex ADHD, and the limited availability of evidence-based resources such as STPs, there is a great need for a special interest group to connect professionals committed to increasing access.

An STP takes a village, and we are here for you! Please join us in connecting around the world through this program that has changed our lives and so many others. We welcome all your feedback, questions, comments, and insights about STPs! Let's keep STPs and Dr. Pelham's legacy going.

