

4-H Healthy Living Update

May 16, 2012

May is Mental Health Month

Mental Health America has designated May as [Mental Health Month](#).

This year, important issues are being addressed through the following themed toolkits: [Do More For 1in4 Toolkit](#) and [Healing Trauma's Invisible Wounds Toolkit](#). To purchase other Mental Health America materials and merchandise that you can use to supplement your Mental Health Month themed activities, call Antionette Means at 800-969-6642 or visit their [online store](#).

Programs of Distinction

[4-H Mentoring: Youth and Families with Promise](#)

4-H Mentoring: Youth and Families with Promise (YFP) is a program which provides 4-H activities to enhance social competencies through leadership opportunities and group projects, and Family Night Out activities are designed to foster family bonds through experiential learning activities. Once oriented and paired with a mentee, mentors are monitored and supported by receiving personal contact with their respective site coordinator at least twice each month to assure that one-on-one visits are taking place and to resolve any concerns or obstacles the mentors may be experiencing.

[4-H Science Enrichment Education for Kids \(SEEK\) and NatureMapping Program](#)

SEEK is a 12-week experiential science-based program for home schooled students. NatureMapping is a data collection and monitoring program for schools and the public to keep track of nature by mapping what they observe. The SEEK/NatureMapping program integrates critical thinking, problem solving, decision-making, goal setting, and teamwork skills as well as teaching multi-disciplinary academic classes utilizing the outdoors as a learning lab. SEEK/NatureMapping students are home schooled students living in the Central Arkansas area. Professionals and specialists from our extensive Partnerships and Collaborators list are invited each year as guest instructors to many of the classes. SEEK, like the Cooperative Extension Service, engages in the mission of bringing research-based information to its audience.

[PROSPER: PROMoting School-Community-University Partnerships to Enhance Resilience in Pennsylvania and Iowa](#)

PROSPER (PRomoting School-community-university Partnerships to Enhance Resilience) is an innovative model for bringing scientifically-proven prevention programs to communities to strengthen youth and families. The PROSPER program's main purpose is to reduce rates of youth substance use and problem behavior and foster positive youth development. This is accomplished by teaching skills that foster improved family life and parent-child communication and providing students with skills for planning, problem-solving and peer resistance against problem behaviors. PROSPER is a research-outreach initiative that links three existing infrastructure systems to provide prevention programming and enhance the resiliency of youth and families – the land-grant university, the Cooperative Extension System, and the public school system.

[Strengthening Families Program for Parents and Youth 10-14 \(SFP: 10-14\)](#)

Strengthening Families Program for Parents and Youth 10-14 (SFP: 10-14) is a video-based intervention designed to reduce adolescent substance abuse and other problematic behaviors in youth 10 to 14 years of age. SFP: 10-14 is a powerful and realistic tool for both youth and adults to help learn how to prevent and/cope with different issues among youth and adult interaction. The program involves various sessions for parents, youth and family to engage in role-play, group discussions, games, social bonding activities, and other skill-building activities. The unique curriculum developed for the program helps to improve communication and interaction among families. The program is specifically designed to increase protective factors and reduce risk factors that lead to poor relationship with parents and problematic behaviors including substance use.

[The Ohio 4-H Cloverbud Program](#)

The Ohio 4-H Cloverbud program serves over 40,000 5 to 8 year-old children throughout Ohio. The overall objective of the program is to promote healthy development of the children by advancing life skills of self-confidence, social skills, decision-making abilities, subject matter knowledge and physical skills. The program was developed to help reach children before the usual 4-H starting age of eight or nine. In doing so, 4-H programs can reach children at an earlier age to have a positive impact on their development. Numerous delivery methods are utilized to implement the program which includes community clubs, classroom settings, after-school environments, and day/overnight camps. In addition, resources have been developed to assist in the design and delivery of the program. These resources include: 4-H Cloverbud program curriculum -- Series I and II, Spanish version for Series I, volunteer guidebook, horse curriculum instructional materials, volunteer training video, educational activity kits, and the Cloverbud Connections newsletter. Formative and summative evaluations have been conducted. Results indicate positive experiences by

participants increased their life skills through a positive youth development environment. The program has long-term implications for helping children navigate successfully through adolescence into young adulthood.

Professional Development and Training Resources

National 4-H Healthy Living Curriculum Products

- ❖ Child Dev.
[Buy](#)
[Online](#)

- ❖ Citizenship
[Buy](#)
[Online](#)

- ❖ Leadership
[Buy](#)
[Online](#)

National Conference on Behavioral Health for Women and Girls

The Department of Health and Human Services' Substance Abuse and Mental Health Services Administration will host the 5th National Conference on Behavioral Health for Women and Girls in San Diego, California on July 17-19, 2012. Program directors, clinicians, administrators, researchers, policy-makers, individuals in recovery, and students can attend to participate in dialogue about mental health and substance abuse prevention, treatment, and recovery for women and girls. [Learn more.](#)

Technical Assistance Partnership Child and Family Mental Health Releases Juvenile Justice Publications

The [Technical Assistance Partnership for Child and Family Mental Health \(TA Partnership\)](#) which operates under contract from the Federal Child, Adolescent and Family Branch, Center for Mental Health Services, Substance Abuse and Mental Health Services Administration, U.S. Department of Health and Human Services has released three new publications to help communities meet the mental and behavioral health needs of youth in the juvenile justice system. These include:

- [A Primer for Mental Health Practitioners Working With Youth Involved in the Juvenile Justice System](#) provides an overview for mental health practitioners working with youth involved in the juvenile justice system, emphasizing emerging research and practices;
- [New Directions for Behavioral Health Funding and Implications for Youth Involved in the Juvenile Justice System](#) explores how different funding sources meet the behavioral health needs of youth involved in the juvenile justice system.
- [Screening and Assessment in Juvenile Justice Systems: Identifying Mental Health Needs and Risk of Reoffending](#) explains why juvenile justice agencies and their partners must use screening and assessment tools for mental health needs and risk of reoffending when planning the most effective course of action for youth.

Access these publications and others in the TA Partnership's juvenile justice series [online](#). Find out more about the TA Partnership at www.tapartnership.org. Download series publications at <http://bit.ly/IQAuoU>.

Source: JUVJUS, Office of Juvenile Justice and Delinquency Prevention, Office of Justice Programs, U.S. Department of Justice

CDC Announces the Creation of New Suicide Prevention Products

The Centers for Disease Control and Prevention announces the creation of new suicide prevention products and tools, developed from federal and local partnerships. These resources include the [Life Is Sacred Actionable Knowledge Product Suite](#), which has talking points that can serve as conversation starters between parents and their children and slides that can be used in presentations to community groups and schools, and the [Maine Youth Suicide Prevention Program Early Identification and Referral Data Toolkit](#), which provides guidance and tools for collecting data on students at risk for suicidal behavior in schools.

Training Teens to Handle Emotions Improves Mental Health Teens who received emotional intelligence training in school had improved scores on several measures of emotional well-being, including less anxiety, depression and social stress, according to a new study in the *Journal of Adolescent Health*. Read more [here](#).

Authors Explore Associations Between Neighborhood Conditions, Household Socioeconomic Characteristics, and Childhood Behavioral Problems

This article examines the relationship between neighborhood conditions, household socioeconomic characteristics, and childhood behavioral problems by using a broad measure of behavioral problems in a nationally representative sample of school-age children. Data for the study came from the 2007 National Survey of Children's Health. The

analyses were limited to children ages 6-17. The outcome measures were derived from 11 items capturing parents' ratings of their children on a set of behaviors including arguing; bullying; disrespect; not getting along with others; disobedience; irritability; lacking empathy and conflict resolution strategies; and feelings of worthlessness, depression, and detachment. Read more [here](#).

Urban Youth Who Have Been Bullied or Bully Others May Be At Increased Risk of Suicide According to New Research

According to new research published in the *Journal of Adolescent Health* in March 2012, concludes that urban youth who have been bullied as well as those who have bullied others are at increased risk of suicidal ideation and suicide attempts. For more information regarding the study, visit: <http://bit.ly/JK9Kcp>.

Source: The Promising Practices Network, RAND Corporation

Funding Resources

Children Exposed to Violence

The Department of Justice's National Institute of Justice is seeking proposals that address resilience, polyvictimization, electronic aggression, or justice system responses to children exposed to violence. Applications are due May 22, 2012. [Learn more](#).

U.S. Department of Education's OESE/Office of Safe and Healthy Students Announces the FY 2012 Elementary and Secondary School Counseling Programs Grant Competition –CFDA Number: 84.215E

The U.S. Department of Education's Office of Safe and Healthy Students announces the FY2012 Elementary and Secondary School Counseling Programs Grant Competition. It was published in the Federal Register April 10, 2012 and can be accessed: www.federalregister.gov. The application and instructions can be downloaded from www.Grants.gov.

Purpose: Grantees under this competition will use funds to support counseling programs in target elementary, K-12, or secondary schools. Schools will establish or expand counseling programs through hiring qualified school counselors, school social workers, school psychologists, or child and adolescent psychiatrists with a goal of expanding the range, availability, quantity and quality of counseling services available. Counseling services will use a developmental, prevention approach, and will be designed and implemented with the involvement of parents of the participating students.

Eligible Applicants: LEAs, i.e. public school districts, including charter schools that are considered LEAs under State law that do not have an active grant under this program (CFDA 84.215E), and consortia thereof.

Absolute Priority: This priority supports school-based counseling projects that are designed to collect, analyze, and use high-quality and timely data and improve instructional practices, policies, and student outcomes thru mental health services and activities. Applicants must address the two absolute priorities to be considered eligible for consideration.

Competitive Preference Priority: Under this priority, the applicants can propose projects that serve students residing on Indian lands, improve student achievement in persistently lowest-achieving schools, or projects that are designed to address the needs of military-connected students. Applicants are not required to address either of the three competitive preferences to be considered eligible.

Application Deadline Date: May 25, 2012

Application Submission: Applications must be submitted electronically via www.Grants.gov.

Project Period: Up to 36 months (3 twelve month project periods)

Total Appropriation for FY 2012: \$52 million

Estimated Available Funds for NEW Awards: \$21,305,000 (elementary, K-12, or secondary school grants)

Estimated Number of Awards: 61 awards

Estimated Size of Awards: \$350,000

Maximum Award: \$400,000 per year (for each year of funding requested for a total of \$1,200,000 for a 3 year project)

Program Contact: Loretta McDaniel-loretta.mcdaniel@ed.gov

Source: Office of Safe and Healthy Students, Office of Elementary and Secondary Education, U.S. Department of Education

Interesting Links

NCCOR launches enhanced website

The latest information on childhood obesity is available [here](#) online.

StopBullying.Gov Relaunches

The Department of Health and Human Services and the Department of Education announced the relaunch of an enhanced version of the StopBullying.gov website, which provides information about preventing and responding to bullying. [View the new site](#).

[GIS Links Health and Location](#)

The neighborhoods in which children and adolescents live and spend their time play a role in whether or not they eat a healthy diet, get enough exercise or become obese, concludes a collection of studies in a special theme issue of the American Journal of Preventive Medicine. Each of the six studies used the latest concepts and methods in geographic information systems (GIS)-based research to determine how the geographic location affects physical health. A study titled "Spatial Classification of Youth Physical Activity Patterns" shows, for example, that while rural youth get the largest proportion of their physical activity while at school, urban and suburban youth are most active when commuting. Not only does this finding suggest that the walk to school might be just as important to some children's health as is the physical education they receive as part of the school curriculum, it is also important given that adolescent health behaviors are predictive of behaviors in adults.