



PRESIDENT'S MESSAGE

WHAT WE ARE AND WHAT WE SHOULD BE: CREATING A RENEWED VISION AND MISSION FOR SCCAP

Experienced readers of *InBalance* know that SCCAP does many things for many different constituencies, groups, and individuals. But even they may not comprehend the full extent of the Society's activities. A list of all the endeavors and initiatives in which we engage would be vast, including: a) sponsoring top-tier academic journals; b) advocating for a range of clinical services and treatment dissemination; c) funding an array of awards spanning students to senior investigators/clinicians; d) promoting career development for those intending to work in clinical, research, educational, or policy realms; and e) spreading the word about clinical child and adolescent psychology via webinars, postings, and our annual program at the American Psychological Association convention, as well as this very newsletter. *Note that we simultaneously comprise the Society for Clinical Child and Adolescent Psychology and Division 53 APA, so that APA-related activities are part of our portfolio.*

We provide strong support, as well, for future leaders in our field via forum activities and collaboratively assist with other organizations/groups in the arena furthering outreach, research, and services to children, adolescents, and families in desperate need of help—and advocating for unified research and clinical enterprises. In all that we do, we work to assure diversity throughout the field. Complete documentation would allow no additional words in this column!

Recognizing Urgent and Unmet Needs in Our Field

Some of you might be wondering whether there's any problem here. Everything discussed above may well be spot-on; let's just keep it up! At the same time, we can't forget the urgent and unmet needs in our field. Child and adolescent mental health conditions and neurodevelopmental disorders are rising, rather than falling, in prevalence. Moreover, such conditions and their related impairments incur huge financial costs as well as untold personal and family suffering. And we can't remotely hope to have a productive and inclusive society without reducing the stigma that still clings to mental and neurodevelopmental disorders and assuring evidence-based treatment for those requiring care. In short, full speed ahead on all fronts, right?

How to Prioritize

Yet a crucial question is whether SCCAP is at risk of becoming too many things along too many lines of attack to too many constituencies, yielding the potential to water down our potential impact. In other words, should we prioritize certain areas of interest and concern more than others? How do we fit onto the playing field of other organizations

in this "space"—are we in fact duplicating the efforts of others? Can we focus on what we're best at and assist other groups in their strengths? In terms of scope, what's not enough and what's too much?

Certain parts of the mission are inviolate: promoting research and clinical/preventive efforts, including dissemination; ensuring diversity in terms of engaging talented people in the field and serving disparate and too-often disenfranchised clientele. Yet because of the core questions just raised, to begin my presidential year we devoted our Board's annual Midwinter Meeting to engage in strategic planning for the future of SCCAP. We devoted the lion's share of the meeting to conducting a "SWOT" analysis, whereby we discussed our perceptions of the Society's Strengths, Weaknesses, Opportunities, and Threats, toward the end of creating a renewed vision and mission for SCCAP.

Organizations of all sorts view such a process as crucial. Importantly, such work must be ongoing, certainly not limited to a single weekend. The hope is that we'll begin to attain the "sweet spot" of continuing along as many fronts as possible while using our strategic planning process to sharpen and clarify what we could and should be accomplishing for maximum impact.

Key Mission: Understand and Reduce Stigma

Along the lines of "mission," SCCAP's one-year term as president does not allow much time to build momentum toward a single new initiative. Beyond my career-long focus on developmental psychopathology, clinical interventions, and the search for relevant mechanisms of impairment and improvement, I've spent considerable time for some years in trying to understand and reduce the stigma related to mental disorders. Such stigmatization is a) longstanding, b) present (although differently displayed) in disparate cultures, and c) and greatly related to limited help-seeking and vast impairment. At its worst, stigma is akin to dehumanization, whereby youth (and adults, and families) experiencing neurodevelopmental and/or mental disorders are viewed as not deserving of the full rights of the rest of our species. I hope to dovetail my expanding work in this area with SCCAP's many strengths and connections.

In subsequent columns, I'll develop the theme of how we can all work to destigmatize mental and neurodevelopmental disorders and fill you in on SCCAP's emerging vision and mission. Stay tuned!



Stephen Hinshaw, Ph.D.
SCCAP President

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Newsletter Submissions

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to newsletter editor Jennifer
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NEWS & AWARDS



2020 CHILD MENTAL HEALTH IN ACTION AWARD RECIPIENTS

SCCAP launched the Child Mental Health in Action Program in 2019. The goal of the program is to provide funding for innovative proposals that are aligned with the SCCAP mission to support the development and advancement of clinical child and adolescent psychology through integration of its scientific and professional aspects. We are particularly interested in funding proposals that have the potential to benefit SCCAP members whether through professional opportunities or dissemination of the work through webinars and/or publications in the *Journal of Clinical Child and Adolescent Psychology* or *Evidence Based Practice in Child and Adolescent Mental Health*.

We were pleased to receive many applications that proposed novel ways of supporting SCCAP's goal of promoting the welfare and mental health of children, youth, and families in the context of a diverse society.

Inaugural Child Mental Health in Action Award Recipients

"Development of a web-based DBT caregiver skills group for an acute-care adolescent inpatient unit" – Madeline McGee, Ema Saito, Alison Tebbett-Mock

"Disseminating the Resilience Builder Program® in Schools" – Mary Alvord, Colleen Cummings, Brendan Rich

"The *Journal of Clinical Child and Adolescent Psychology* Future Directions Forum: Providing Professional Development Training for Early-Career Scientists, and Showcasing Interdisciplinary Research in Youth Mental Health" – Andy De Los Reyes, Lauren Keeley, Hide Okuno

"Keeping the Assessment Center Up, Running, and Improving" – Eric Youngstrom, Joshua Langfus, Lizzie Wilson

"Leadership Education to Advance Diversity Institute" – SCCAP Diversity Committee

"The Leadership in Action program" – Erlanger Turner, Amber Hewitt, Alfonso Mercado

"Little Unicorn Project: A Family-Based Supportive Intervention for LGBTQ* Children" – Alexandra Bettis, Jessica Peters, Elana Rosenberg

"The Miami International Child & Adolescent Mental Health Conference" – Jonathan Comer, Rosanna Castro

We look forward to the next round of applications – please watch for the funding call later this year and follow us @SCCAP53 for updates!

TIME TO CONSIDER—BECOMING A SCCAP/DIVISION 53 FELLOW

Sharon Berry, PhD, ABPP
Fellows Committee Chair

The SCCAP Fellows Committee invites nominations for Fellow Status in our upcoming 2021 cycle. Self-nominations are welcome. Becoming an SCCAP Fellow recognizes outstanding contributions to psychology and SCCAP and is an honor valued by many members. Election requires evidence of outstanding contributions or performance in the field of psychology, specifically in the area of clinical child and adolescent psychology. Fellow status requires that a person's work has had a national impact on the field.

The SCCAP Fellow application is less cumbersome than the Initial APA Fellow Application. Minimum qualifications include: 1) existing APA Fellow Status through another division, 2) APA and

SCCAP membership for at least one year, 3) Ten years of post-doctoral professional experience, and 4) a self-statement and Curriculum Vita with highlighted contributions to clinical child and adolescent psychology.

Not yet an APA Fellow? SCCAP can sponsor your initial application so you can become an APA and SCCAP Fellow through one application process.

The deadline for submission is December 1, 2020 and a full list of divisional criteria as well as information on both application processes, can be found at: <https://sccap53.org/membership/division-fellows>

For more information, contact Fellows Chair: Sharon Berry, PhD, ABPP, at Sharon.Berry@ChildrensMN.org.



CANDIDATE FOR PRESIDENT-ELECT (2021)

**APA
APPORTIONMENT BALLOT**

**CAST YOUR VOTES FOR THE
SOCIETY OF CLINICAL CHILD
AND ADOLESCENT PSYCHOLOGY
(DIVISION 53)**

The Apportionment Ballot is conducted annually by APA to determine the composition of the following years' Council. Each voting member of APA receives a ballot with 10 votes to distribute among eligible constituencies (divisions and state/provincial associations) according to his/her interests.

As a member of the Society of Clinical Child and Adolescent Psychology (Division 53), you are a part of the largest organization of clinical child and adolescent psychologists in the nation. As you know, our purpose is to encourage the development and advancement of clinical child and adolescent psychology through integration of its scientific and professional aspects. The Society promotes scientific inquiry, training, professional practice and public policy in clinical child and adolescent psychology as a means of improving the welfare and mental health of children, youth, and families.

We urge our members to continue our strong voice for promoting evidence based practices for children's mental health by allocating your apportionment votes to the Society of Clinical Child and Adolescent Psychology (Division 53).

A Anna Lau, Ph.D., is a professor of Psychology at the University of California, Los Angeles (UCLA) and a licensed Clinical Psychologist. Her research spans across the areas of racial/ethnic disparities in children's mental health services, cultural variation in risk and protective factors for child psychopathology, and the community implementation of evidence-based practices for ethnic minority youth and families.



Anna Lau, Ph.D.

Together with her colleagues and community partners, Lau has been undertaking a study to identify factors that promote the sustained implementation of evidence-based practices for diverse youth and families in community mental health clinics in Los Angeles County. In addition, her work on risk and protective factors for youth in immigrant families and disparities in school-based mental health services is informing efforts to implement preventive interventions for adolescents at risk of depression, anxiety and suicide.

Lau's research has been supported by the National Institute of Mental Health and the Spencer Foundation. She is also involved in the supervision and training of doctoral students in the use of evidence-based intervention and assessment for youth. She teaches graduate and undergraduate courses related to Asian American Mental Health and the Psychology of Diversity. Lau is dedicated to principles of inclusive excellence in higher education, and serves as the vice chair for Graduate Studies in the Department of Psychology, as well as in campus leadership positions concerning undergraduate admissions at UCLA and the University of California system.

Candidate Statement

I am honored to be considered as a candidate for the position of President of the Society of Clinical Child and Adolescent Psychology (SCCAP). Consistent with the mission of SCCAP, my career aspiration is to integrate lessons from clinical science and community practice to improve equity in access, engagement, and quality in systems of care that reach underserved youth. If elected, my goal would be to work with the Executive Board and the SCCAP membership to promote initiatives that: 1) identify child mental health disparities and quality gaps that can be addressed by existing evidence-based interventions and service delivery strategies, 2) support research-community partnerships that foster knowledge exchange to increase the fit, reach, and impact of evidence-based practices, and 3) fortify efforts to train the next generation of psychologists prepared to address the mental health needs of diverse children, youth and families. I've been truly inspired by the previous work of SCCAP on these fronts, and I would be grateful for the opportunity to contribute.

The President helps steer the division's direction.

One year each is spent as President-Elect (2021), President (2022), and Past-President (2023).

SCCAP ELECTION 2020



CANDIDATES FOR MEMBER-AT-LARGE: DIVERSITY (2021-2023)

Joaquin Borrego, Jr., Ph.D., currently serves as dean of the School of Graduate Psychology at Pacific University Oregon. His clinical research interests are in prevention and early intervention of child maltreatment, the influence of culture of parenting and discipline practices, and the development, implementation, and evaluation of culturally appropriate mental and behavioral health services for ethnic and racial minority children, youth, and families. Borrego has served in leadership positions in APA's Division 37: Society for Child and Family Policy and Practice and the Council of University Directors of Clinical Psychology (CUDCP).



Joaquin Borrego, Jr., Ph.D.

Candidate Statement

I am excited about the possibility of serving as SCCAP's Member-at-Large for Diversity. If elected, I will continue to build on the strong foundation of education and training opportunities and initiatives related to diversity for SCCAP members. As our communities continue to grow increasingly diverse, it is imperative that SCCAP remain at the forefront of providing the most current and relevant evidence-based information that influences policy, training, and practice. This can range from education and training recommendations in child and adolescent psychology to the provision of behavioral health services for diverse children, youth, and families. I have worked on diversity-related programming and initiatives in other professional societies and training councils in and outside APA.

I am passionate about working with underserved and culturally diverse populations while addressing diversity, inclusion, and equity. In addition to continuing to bring attention to diverse groups, I also plan to increase awareness of social conditions (e.g., poverty, racism, transphobia) that contribute to the inequities faced by diverse youth and families. This can be accomplished through collaborative programming and initiatives that focus on diversity, inclusion, and equity. This position would also serve as a great opportunity to collaborate with SCCAP members to identify resources that would be useful and relevant for continuing education for psychologists and education and training for graduate students and post-doctoral fellows. If elected, one of my initial tasks will be to identify the next Diversity Committee. The Diversity Committee will include individuals who are passionate about diversity with a strong commitment to science.

Arturo Corrales, Psy.D., is a bilingual licensed psychologist who is credentialed with the National Register of Health Service Psychologists. He provides neurodevelopmental and psychological assessment, parent training, and behavioral interventions for children ages 0-5 at Cook Children's Medical Center. Previously, Corrales was an assistant professor at TTUHSC-El Paso, where he developed behavioral health programs for a predominantly underserved Latino community. He also served as the site's DCT for the first and only predoctoral psychology internship program in the West Texas region.



Arturo Corrales, Psy.D.

Corrales is an APA Minority Fellow who thrives on educating and providing services for underserved and marginalized populations. His research and clinical interests include minority mental health and early childhood development, including: developmental delay/disability, Autism Spectrum Disorder, behavioral concerns, and parent training.

Candidate Statement

As an active member of the SCCAP Diversity Committee since 2017, I am thrilled to be considered for the Member-at-Large/Diversity position. As a professional who identifies with various cultural groups, the multifaceted issues surrounding cultural diversity are important to me. Being of service to marginalized communities has always been a common thread throughout my professional development. This began with the graduate programs to which I applied, continued with the training opportunities I selected, and has remained present in the professional roles I have held. The opportunity to chair the Diversity Committee, and engage as part of the SCCAP board of directors, would continue to fuel this passion.

Some of my involvement while on the Diversity Committee included helping plan the inaugural LEAD Institute, serving on various review committees that selected scholarship and award recipients, and helping to coordinate professional development workshops.

Because giving back to the communities I am part of is important to me, I highly value the endeavors of the SCCAP Diversity Committee and would be proud to help continue the legacy of diversity inclusion through promoting a scientific understanding of multicultural psychology, educating and training diverse individuals, and by promoting psychological science/practice for the advancement of a diverse society.

Vote for the following SCCAP Board Member positions between April 15 – June 1.

Watch your email for a voting link from APA!



**CANDIDATES FOR MEMBER-AT-LARGE:
DIVERSITY (2021-2023)**

Omar Gudiño, Ph.D., ABPP,

is an associate professor in the Clinical Child Psychology Program at the University of Kansas and a board-certified clinical child and adolescent psychologist. Currently, he is a member of SCCAP’s Education and Standards Committee. Gudiño’s research aims to generate knowledge that can eliminate racial/ethnic disparities in children’s mental health and inform the delivery of evidence-based services for diverse youth and families. He serves as associate editor for the *Journal of Latinx Psychology* and on the editorial boards of *Evidence-Based Practice in Child and Adolescent Mental Health* and *American Psychologist*. He has served on the American Board of Clinical Child and Adolescent Psychology since 2015, including roles as secretary, exam coordinator, and representative on the ABPP Board of Trustees Diversity Committee.



Omar Gudiño, Ph.D., ABPP

Candidate Statement

I am honored to be considered for the position of Member-at-Large for Diversity. I am deeply committed to SCCAP’s mission of serving children and families with the best possible clinical care based on psychological science. I am particularly passionate about ensuring that advances in clinical child psychology are informed by, and address, the needs of diverse youth, families, and communities. This commitment cuts across my research, teaching, clinical practice, professional service, and community engagement. As a board member, I commit to supporting SCCAP’s diversity initiatives and ensuring that attention to diversity and equity underscores board activities. I am interested in leading the diversity committee in developing innovative ways to 1) support members in delivering evidence-based practice to diverse populations and 2) create opportunities to recognize, support, and empower members at all career stages who champion diversity (broadly defined) within our profession. Experience as a member of an APA workgroup on children’s racial/ethnic mental health disparities, President of Division 12’s Section VI (Clinical Psychology of Ethnic Minorities), providing training and consulting on diversity issues, and my program of research have allowed me to develop the skills needed to be effective in this position.

It would be an honor to serve as SCCAP Member-at-Large for Diversity and to work with the Board of Directors in the service of children and families, SCCAP members, and the profession.

@SCCAP53

**CANDIDATES FOR MEMBER-AT-LARGE:
EDUCATION & STANDARDS (2021-2023)**

Tara Peris, Ph.D., is an

associate professor in the Department of Psychiatry and Biobehavioral Sciences at the UCLA Semel Institute for Neuroscience and Human Behavior. Her research centers on the developmental psychopathology of child anxiety, with focus on mechanisms of action underlying treatment response. Dr. Peris serves as an instructor and advisor in her department’s psychology training programs and as Program Director of the ABC Children’s Partial Hospitalization Program. She served as SCCAP’s Program Chair for the 2016 APA convention and as Associate Editor for its newsletter. Dr. Peris is the current SCCAP member-at-Large for Education and Standards and editorial board member for both of its journals. She received the 2016 SCCAP Abidin Early Career Award and Grant.



Tara Peris, Ph.D.

Candidate Statement

My commitment to advancing education in clinical child and adolescent psychology—and to establishing training standards that reflect the best practices of our field—is reflected in several ongoing professional activities. I am the associate director for externship training in our division’s child anxiety program and a member of the Institute’s internship training committee. Both activities allow me to play a central role in developing our training curriculum, evaluating students’ needs at different stages of career development, and assisting the transition to postdoctoral study. As program director of a partial hospitalization program for children, I oversee training for a core rotation in our internship program, with an emphasis on applying evidence-based practices in a hospital setting. Finally, as a member of the Psychiatry Department Adversity Advisory Committee, I contribute to efforts to meaningfully address issues related to diversity, equity, and inclusion in our training program curriculum. This proximity to students at different stages of development keeps me keenly aware of their training needs and diverse professional goals.

I would be honored to continue my service as SCCAP’s Member-at-Large for Education and Standards. If re-elected, I hope to continue advancing several exciting initiatives already underway, including SCCAP’s involvement in the Clinical Child and Pediatric Psychology Training Council, student research award program, Bob Smith Assessment Award and workshop, and successful webinar program launched in my first term. I would also continue my service on the Council of Specialties to maintain the standing of clinical child psychology as a specialty discipline.

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IN FOCUS



TELEBEHAVIORAL HEALTH TIPPING POINT

By Eve-Lynn Nelson, Ph.D.

Telebehavioral health (TBH) is an umbrella term referring to all of the names and types of behavioral and mental health services provided via synchronous telecommunications technologies.

The “doctor is in” takes on new meaning with the growth of telebehavioral health, with psychologists and other behavioral health providers able to see any patient, anytime, anywhere. There is great potential to reach children and families where they are at, connect systems of care and decrease stigma, and increase access to care. With this increased potential also comes increased professional and ethical responsibilities and pre-planning ahead of pediatric services. Telebehavioral health (TBH) is an umbrella term to refer to all of the names and types of behavioral and mental health services that are provided via synchronous telecommunications technologies and is the focus of this piece.

TBH Rationale. Approximately 20% of children living in the United States experience a mental disorder in a given year, and surveillance during 1994–2011 has shown the prevalence of these conditions to be increasing. Despite recent initiatives designed to expand behavioral health services for youth, many children in need of mental health care still do not receive it, receive an inadequate “dose” of sessions, or receive services from local providers without specialty training with children or without training in evidence-based pediatric approaches.

TBH growth is driven by increasing expectations for high quality behavioral health services across geographies and at more convenient times/locations, especially as parents may have experience with the growing number of direct-to-consumer medical telehealth options. More trainees are seeking out telebehavioral training, although many gaps remain. TBH is further advanced by the decreasing cost of secure videoconferencing options and increasing access to high speed connectivity. Federally funded regional telehealth resource centers help with implementing sustainable, needs-driven telebehavioral services, and the federally funded Center for Connected Health Policy the latest information related to licensure, coverage and reimbursement implications, telehealth parity, and the telebehavioral landscape across states.

Healthcare reform has rallied interest in creative solutions to increase access to behavioral health services to improve health of populations and address challenges associated with the shortages of youth behavioral health specialists and a maldistribution of available specialists. Rural and frontier communities are especially hard hit with access difficulties due to shrinking populations, declining economies, and increasing poverty as well as delays in treatment, less access to mental health insurance, and

limited transportation options. Patients and families report many advantages of treatment closer to home, often with the support of local child-serving systems (e.g., schools, primary care).

TBH Providers. There are a growing number of TBH providers serving children, including child psychologists, child psychiatrists, developmental pediatricians, counselors, social workers, behavior analysts, and others. Fortunately, there is also a growing number of professional guidelines, evidence-informed frameworks, training programs, and resources available for start-up and ongoing telebehavioral practice. As with any new clinical service, shadowing an existing teleprovider and engaging with a telebehavioral community of practice are very helpful. TBH providers strive to:

- Translate the same effective communication, relationship-building, and intervention skills that they utilize in the onsite setting to the telemedicine context;
- Provide services within the scope of their appropriate practice for in-person encounters, including the necessary education, training, cultural competency, and ongoing continuing education/professional development; and
- Set appropriate expectations regarding the telehealth encounter, reinforcing all best practices around confidentiality, safety, and crisis management.

TBH Presentation. Across TBH clinics, patients tend to present with the same concerns as seen in traditional clinic settings. No presentation or diagnostic category has been excluded from TBH services, across child clinical, parenting, and pediatric/health psychology services. The choice of who will be seen depends on developmental and diagnostic considerations, personnel and resources at the distant site, patient and guardian preferences, the teleprovider’s judgment, and input from the referring provider. The teleprovider should make sure there are appropriate on-site clinical resources in order to safely conduct an evaluation, including resources to support patients in crisis or may become violent or impulsively disconnect during a session.

TBH Telepresenter and Champion. Currently, TBH often includes a telepresenter, sometimes called a coordinator or facilitator, at the distant site who facilitates sessions and is often the site’s “champion.” This is someone with a clinical background trained in the use of videoconferencing equipment to “present” the patient and manage the technical components of the encounter.

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Approximately 20% of children living in the United States experience a mental disorder in a given year, and surveillance shows the prevalence of these conditions to be increasing.

...cont'd **TELEBEHAVIORAL TIPPING POINT**

Additional training around supporting behavioral health patients may also be beneficial. The telepresenter serves as the bridge between the teleprovider and the patient/family at the distant site. The telepresenter assists by promoting the TBH service, scheduling the consult, compiling intake packets, socializing the patient/family to televideo, utilizing the technology, assisting during the consultation, and helping the patient/family follow up on recommendations. The teleprovider advises if, when and how the telepresenter is involved in the session. Thus, the telepresenter requires support across administrative leaders and colleagues in completing these many tasks as they are may be in addition to typical responsibilities and workflow.

Cross-System Care. Videoconferencing often links together systems of care by connecting the teleprovider with children at schools, rural clinics, primary care offices, and other child-serving systems. Increased communication and care coordination across technology systems represented by these multiple informants is a chief advantage of TBH. The videoconferencing session allows everyone to contribute their unique piece to the diagnostic and treatment puzzle. Communication occurs not only with the teleprovider, but also with each other. For example, it is a frequent situation in school-based clinics that parents and teachers have had very little or no direct communication about the child’s behavior in different settings or family stressors that may be impacting the child’s functioning.

Telebehavioral Health in Action

The summary below focuses on key considerations in practice, both with individual and group interventions. One overarching consideration is support for diverse families, including resources for interpreting needs, needs around hearing impairment, mobility needs in accessing the telebehavioral space, and other culture- and community-specific considerations.

Confidential Clinical Space at the Patient and Tele-provider Sites.

In addition to secure technologies, care is taken around onsite privacy concerns (e.g., assessing who is in the room, minimizing risks of eavesdropping at the door, etc.) Depending on the presenting concern(s) and developmental age, the room should be large enough to evaluate children’s motor skills, play, and exploration, and to note abnormal movements. A table allows the child to draw or play but should not interfere with viewing motor skills. Some developmental teams prefer not to have tables in the room to decrease the chance of young children hiding beneath.

The teleprovider space is also a family-friendly professional room large enough to accommodate the provider and trainees. Mindfulness about what the patient can hear and see over video is important. Families are increasingly interested in home-based services, with unique advantages such as learning and applying skills in the real-life setting. However, the busy household setting also leads to new patient and provider expectations around who is in sessions and what level of privacy is feasible.

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IN FOCUS



...cont'd **TELEBEHAVIORAL TIPPING POINT**

Pairing emerging telebehavioral interventions with innovative workforce strategies has the potential to maximize limited resources.

Technological factors affecting the clinical encounter.

High quality video and audio assist with identifying nuances of each other's verbal and nonverbal communication. The room should ideally be away from clinic and street noise as the microphones are very sensitive and extraneous sounds can interfere with the session. Toys can produce uncomfortable levels of noise and foam blocks, books, markers and papers may be an alternative, depending on the patient population and developmental stage. Use of headphones and white noise machines may also assist with promoting a confidential environment.

The Patient-Provider Relationship and Videoconferencing Etiquette.

It is important (and fun!) to translate the same patient engagement and rapport building strategies to the telebehavioral session. Shadowing established teleproviders and consulting with colleagues often fosters the teleprovider comfort level associated with strong therapeutic relationship building. Strategies used in onsite visits translate to the telebehavioral environment, such as noting a child wearing a shirt from a favorite team or taking time to talk about local/school events.

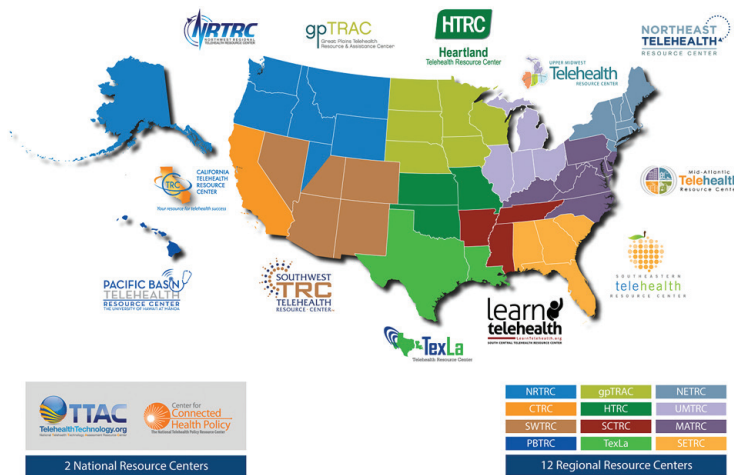
Families often quickly accommodate to the technology due to previous experience use of videoconferencing for social purposes, such as Skyping/Face Timing with friends or family members. Teleproviders can share the

more secure technologies utilized and may acknowledge that the TBH communication takes a little practice and in the event one party talks over the other. The technology itself may be utilized to build rapport, such as a virtual "high five" or holding a drawing to the camera. Rapport building can also be facilitated by showing youth their own image.

The Future is Bright

TBH has high potential as a delivery mechanism to extend reach of our very best child behavioral interventions, particularly as the evidence base grows to inform which patient and family is the best fit for the growing range of in-person and technology-delivered supports (e.g., telebehavioral health, ehealth, mhealth, wearables, virtual reality, gaming for health, voice technologies, and a growing number of innovations!) The elephant in the telebehavioral room is the worsening workforce shortages across behavioral specialists. TBH has the potential to increase access, especially as they are increasingly reimbursed. Pairing these emerging telebehavioral interventions with innovative workforce strategies, including distance education/telementoring/ Project ECHO (Extension for Community Healthcare Outcomes), has potential to maximize limited resources. Cross-system, community-engaged, family-centered TBH approaches make sure "the virtual doctor is in" and ready to advance child health and wellbeing.

Resources



Telehealth Resource Centers

www.telehealthresourcecenter.org/

Project ECHO

<https://echo.unm.edu/>

Indian Health Service Telebehavioral Health Center of Excellence (TBHCE)

www.ihc.gov/telebehavioral

Center for Connected Health Policy

www.cchpha.org

Telebehavioral Health Center of Excellence

<https://tbhcoe.matrc.org/>

SAMHSA Telebehavioral Health Training Resources

www.integration.samhsa.gov/operations-administration/telebehavioral-health

National Quality Forum Telehealth Evaluation Framework

www.qualityforum.org/publications/2017/08/creating_a_framework_to_support_measure_development_for_telehealth.aspx



**ATTEND THE JCCAP FUTURE DIRECTIONS FORUM
JUNE 12 – 13, 2020 IN WASHINGTON, D.C.**

By Andres De Los Reyes, Ph.D., Editor, *JCCAP*
Program Chair, JCCAP Future Directions Forum



Andres De Los Reyes, Ph.D.

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 Forum, we dedicate a full day to offering professional development workshops, as well as small group and one-on-one expert consultations on all aspects of academic work. We webcast many of these events online so that those who cannot attend in-person can have access to this content from wherever they are.

Learning new skills only gets you so far. You need a space to showcase those skills and what you have to offer. Thus, a key element of the Forum is that it raises the public awareness of its attendees. In Washington, D.C., our Forum Science Social features presentations rendered in an all-digital environment. Further, we leverage the small, intimate atmosphere of the meeting for networking opportunities between presenters and the world-class speakers we invite to the Forum. Online, we host the Forum Science Community. Here, webcast attendees have the opportunity to present their research and interact with other attendees. We leverage online platforms to enhance the visibility of all this work.

In keeping with our focus on the future of science, we dedicate a full day to learning about innovative areas of mental health research, based on featured content from a leading mental health journal, the *Journal of Clinical Child and Adolescent Psychology* (*JCCAP*). At the Forum, we cover research relevant to anyone allied with the diverse fields that focus on mental health, and an extended description of the Forum can be found here: www.jccapfuturedirectionsforum.com

2020 Forum Highlights

- The Forum includes a full day completely dedicated to professional development training. For 2020, the current Editor-in-Chief of *JCCAP* (Andres De Los Reyes) will deliver a series of professional development workshops focused on publishing peer-reviewed articles: 1) Selecting and working with a research mentor; 2) Maneuvering your way through the peer-review process; and 3) Organizing your published work into a research program.

- At the Forum, we know that workshops on publishing may not cater to all attendees' interests or be of relevance to attendees regardless of their level of training.

Thus, the Forum offers four additional professional development opportunities. First, we deliver Breakout Workshops that are tailor-made for attendees at advanced levels of training (e.g., post-doctoral fellows and early career faculty). These workshops cover such topics as job interviewing, building research partnerships with schools, grant writing, and training undergraduate research assistants. Second, we offer small-group meetings called Pocket Labs where attendees receive advice on ongoing research projects. Third, attendees can reserve one-on-one Grant Consult sessions with representatives from the National Institutes of Health and Institute of Education Sciences to receive advice on a grant application. Fourth, attendees can reserve one-on-one time with current journal editors (i.e., Editor's Corner) to receive advice on a scholarly manuscript.

- As part of this two-day Forum, leading figures in child and adolescent mental health will speak about their work and inspire early-career scientists with innovative ideas. Our four addresses will be delivered by scholars conducting research on autism (Lucina Uddin), parenting (Greg Fabiano), poverty (Martha Wadsworth), and treatment (Bruce Chorpita). Following these addresses scholars with expertise in these areas lead discussions to stimulate new science. Learn more about this year's speakers and discussion leaders: <http://bit.ly/JCCAPFDF>

- The Forum will include poster presentation sessions featuring work from up-and-coming researchers in the field, using an innovative all-digital format. From among these presenters, we will announce recipients of the Future Directions Launch Award, designed to honor early career trainees poised to begin independent research careers doing work in the areas of research highlighted at this year's Forum.

- A description of the Forum can be found online (<http://bit.ly/JCCAPFDF>).

- You can attend the Forum live in Washington, D.C. (<http://bit.ly/JCCAPForum2020RegisterDC>), or live via webcast (webcast link under construction, for updates see <http://bit.ly/JCCAPFDFHome>).

You can attend the Forum live via webcast. For updates, visit: <http://bit.ly/JCCAPFDFHome>.

THE STUDENT VIEW



INTRODUCING STUDENT REPRESENTATIVE ENITAN MARCELLE AND A FOCUS ON MENTAL HEALTH STIGMA REDUCTION

By Enitan Marcelle, SCCAP Student Representative (2020-2021)



Yen-Ling Chen, B.A.
SCCAP Student Rep 2019-2020
University of Nevada, Las Vegas



Enitan Marcelle
SCCAP Student Rep 2020-2021
University of Calif., Berkeley

We are committed to Stephen Hinshaw's Presidential Initiative focusing on reducing the stigma that still clings to child and adolescent mental and neurodevelopmental disorders, especially as families struggle to obtain evidence-based evaluations and treatments.

I am so excited and honored to join the Society of Clinical Child and Adolescent Psychology (SCCAP) leadership team, and to introduce myself as the new SCCAP Student Representative for the 2020-2022 term. Briefly, I received my B.A. in both Psychology and Music from the University of Pennsylvania, where I also minored in Jazz and Popular Music Studies. Currently, I am a Ph.D. Candidate in Clinical Science at the University of California, Berkeley, and work under the mentorship of Dr. Stephen Hinshaw. My work throughout my academic career has focused on the prevention of mental illness, as well as the provision of appropriate and accessible mental health care for children, adolescents, and their families.

My interest in elucidating the social and environmental factors that may contribute to the development and maintenance of childhood psychopathology began during my time as a research intern in the Center for Management of ADHD at the Children's Hospital of Philadelphia. Interested in understanding the biological as well as socio-environmental contributors to psychopathology, before beginning graduate school I pursued a research assistant position at the Child Mind Institute in Manhattan, New York, where I explored brain development in healthy and clinical populations. As an NSF fellow my graduate school work under the guidance of Dr. Stephen Hinshaw has sought to investigate environmental contributors to and biomarkers of psychiatric illness/cognitive impairment, focusing primarily on ADHD.

In graduate school, issues of mental health advocacy, community service, and public education have become central to my developing identity as a psychologist.

Having worked with children and families suffering from and impacted by cognitive, emotional, and learning difficulties both across the United States and in my home country of Trinidad and Tobago, I have observed first-hand the negative social and economic consequences that unsupported and undetected mental health needs can have on young lives. As such, I look forward to working with my fellow Student Representative, Yen-Ling Chen, to support this year's presidential initiative. The Presidential Initiative this year focuses on Dr. Stephen Hinshaw's commitment to reducing the stigma that still clings to child and adolescent mental and neurodevelopmental disorders, especially as families struggle to obtain evidence-based evaluations and treatments.

As always, we encourage student members to contact their student representatives if they have suggestions or ideas for improving the mentorship program or other programming. We look forward to a productive and enriching year!

RECEIVED YOUR PH.D. OR PSY.D. IN 2019 OR 2020?

InBalance will publish the names of SCCAP student members receiving their doctoral degrees in 2019 and 2020 in the fall newsletter issue. Faculty advisors and/or students should submit name, institution, advisor, date of conferment, and dissertation title to newsletter editor, Jennifer Hughes, at Jennifer.Hughes@utsouthwestern.edu.

Submissions in advance of the Aug. 1, 2020 deadline are encouraged.



ANNUAL APA CONVENTION



SCCAP 2020 APA CONVENTION PREVIEW: WASHINGTON, D.C.

By Andrew J. Freeman, Ph.D.
APA Convention SCCAP Program Chair

Caitlin Sayegh, Ph.D.
APA Convention SCCAP Program Co-chair

The APA Annual Convention will be held in Washington, D.C., from August 6-9, 2020. We are eager to share a sneak peak of what SCCAP will be offering this year at the conference. Thank you all for your submissions!

A primary focus of SCCAP's Convention programming this year was to deliver as much value to you, our membership, as possible. We are doing this by including programming that supports students, early-career professionals, and those in clinical practice. Almost all of us who are licensed require continuing education hours to maintain or renew our licenses with our state licensing board. We have requested that 100% of the SCCAP-sponsored symposia be included in APA's inclusive \$99 continuation education program. Full details will be available in the newsletter summer issue.

Collaborative Programs

Collaborative programs are the wave of the future at APA's annual convention. For those who typically submit programming, we encourage you to start thinking about cross-divisional submissions! For those attending APA's Convention, SCCAP is excited to be co-sponsoring four collaborative programs. These four programs focus on: 1) medical, psychological, and legal approaches to addressing the sexual abuse of minors, 2) trauma across the lifespan with a specific focus on trauma in children and families, 3) leveraging science to engage in effective advocacy to promote the social and emotional development of children and adolescents, and 4) supporting first-generation and low-income doctoral students in psychology.

SCCAP Sponsored Symposia

We had more submissions than available space. Our peer-review team selected eight symposia that focus on how we can merge science and clinical practice. We have two symposia focused on the assessment and treatment of ADHD. One ADHD symposium presents the latest American Academy of Pediatrics and Society of Developmental and Behavioral Pediatrics clinical practice guidelines for ADHD in children and adolescents. The other ADHD symposium presents a comprehensive meta-analysis of psychosocial treatments for children and adolescents. Attendees of these two symposia should leave with an up-to-date understanding of assessment and treatment approaches with the many youth we all see with ADHD.

Clinical child and adolescent psychologists assess and treat more than ADHD. We have symposia for you as well. In the context of treatment, SCCAP is sponsoring

a symposium presenting mechanism-based treatments of pediatric mood disorders. Speakers will present on how different approaches to case conceptualization led to the development of innovative sleep, nutrition, executive functioning, and family interventions for depression and bipolar disorder in children and adolescents. We are also sponsoring a symposium presenting mechanism-based interventions for suicide in adolescents in an intensive outpatient program. Finally, SCCAP is sponsoring two symposia focused on assessment.

One symposium will present the best freely available, well-validated online measures for behavioral health. The other symposium will provide us with the knowledge and strategies for monitoring young children exposed to opioids. Given the current opioid epidemic, this symposium will give many of us a chance to build our awareness and knowledge of the effects of opioids on young children.

Our final set of symposia should help us with case conceptualization. One symposium focuses on how children and adolescents who have been exposed to multiple traumas may develop higher risk for transmitting violence across multiple contexts. The other symposium focuses on how disruptive behaviors disrupt peer and family relationships and what we, as clinicians, can do to help these youth.

In addition to these exciting talks, we will present our Early Career and Distinguished Career Awards, and the recipients will speak about their work. Furthermore, two poster sessions will highlight ongoing research focused on child and adolescent mental health. We will be giving out awards for several posters, so please come join us to see these great presentations. Be on the lookout for additional details regarding our social hours, student programming in the hospitality suite, and opportunities for networking and mentorship.

We are excited to see you in Washington, D.C.! We will have more details available in the summer so that you can plan your visit.



Andrew Freeman, Ph.D.



Caitlin Sayegh, Ph.D.

It is going to be a great convention, and we are excited about the SCCAP program. We look forward to seeing you in Washington, DC!

COMMITTEE UPDATES



EDUCATION & STANDARDS: UPDATES TO THE WEBINAR SERIES BROUGHT TO YOU BY SCCAP

By Tara S. Peris, Ph.D.
Member at Large for Education and Standards



Tara S. Peris, Ph.D.

Announcing the 2020 lineup of SCCAP's Webinar Series, now in its third year.

The SCCAP Education and Standards Committee is happy to announce the 2020 lineup of webinar programming. The series—now in its third year—was launched in response to member requests for educational opportunities that would help them stay up to date on pressing issues in child and adolescent psychopathology. It remains an easy and accessible way to dig deeper into hot topics in the field, and we've been excited to see the large and steady attendance from our members.

Our first talk of the year, "Stigma and Mental Health: What Is It, and What Are the Implications?," was given by SCCAP President Stephen P. Hinshaw, Ph.D., on February 4. It will be followed by a second webinar from Dr. Hinshaw on April 14 at 12pm EST that will focus specifically on mental health stigma among children and adolescents and what we as clinicians and educators can do about it. In between those two presentations, we'll have a "Brief and Single-Session Interventions" webinar on March 26 at 12pm EST with Dr. Jessica Schleider, a talk sponsored by our Science and Practice Committee.

In May, the Diversity Committee will present "Addressing Intersectionality when Working with Children and Adolescents," with Drs. Earl Turner and Alfonso Mercado. In June, Drs. Meghan Lines and Cheyenne Hughes-Reid will present the webinar, "Working In Integrated Pediatric Primary Care Settings." This will be followed by our annual "Preparing for

Internship" webinar panel in July (date TDB), in which we bring together training directors from across the country to offer strategic advice on preparing a competitive application. It has historically been among our most popular offerings, and we hope that the summer timing allows our student members to put what they learn to good use!

On September 11, Dr. Justin Parent will present on the increasingly timely topic of "Technology Use and Children." On September 29 at 12pm EST, SCCAP's new Editor in Chief of *Evidence-Based Practice in Child and Adolescent Mental Health*, Mary Fristad, Ph.D., ABPP, will lead a webinar entitled "Cannabis Use in Adolescents," which is meant to provide practical advice for practicing clinicians.

The Professional development webinar series will end with Catherine Lord, presenting the R. Bob Smith, III, PhD. Excellence in Psychological Assessment webinar. This webinar will be offer a free CE credit to all SCCAP members that register and attend.

Let us know the topics that interest you most. We remained focused on choosing topics and speakers with maximum appeal to our members.

PLAN TO ATTEND: APA CONVENTION AUGUST 6-7, 2020, IN WASHINGTON, DC





DIVERSITY COMMITTEE UPDATE

By Erlanger "Earl" Turner, Ph.D.
Member at Large for Diversity

New year, New Opportunities! The Diversity Committee has been working to advance the mission of SCCAP and its efforts continue to provide new opportunities for membership. At our meeting in January, I was pleased to hear that the Board approved my proposed webinar series "Leadership in Action," which is geared towards offering professional development for diverse mental health providers. This will provide a unique opportunity for members who were not able to participate in our inaugural SCCAP Leadership Education to Advance Diversity (LEAD) Institute that was held in February 2019.

As this new program gets off the ground, be sure to sign-up for our upcoming webinar, "Addressing Intersectionality When Working with Children and Families: Applying the Multicultural Guidelines." Please feel free to contact the Diversity Committee or me if you have any suggestions about activities or programs.

Call for LEAD Institute Applications

Applications for the 2021 LEAD Fellows will be opening in Summer 2020. The intent of the LEAD Institute is to provide graduate students and early career psychologists from diverse groups (e.g., ethnic and racial, sexual and gender diversity, individuals with a disability) an opportunity to gain leadership and professional skills and increase their professional network. If you were not selected for 2020, please consider applying again! More details will be available soon at www.sccap53.org.



Erlanger A. Turner, Ph.D.

The LEAD Institute's goal is to provide professional development, networking, and leadership skills for graduate students and early-career professionals from diverse groups.



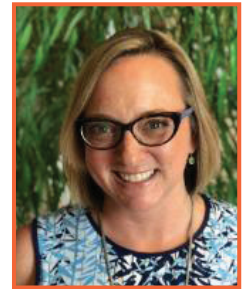
2019 SCCAP LEAD Fellows and speakers

COMMITTEE UPDATES



SCIENCE & PRACTICE COMMITTEE UPDATE

By Jill Ehrenreich-May, Ph.D.
Member at Large for Science & Practice



Jill Ehrenreich-May, Ph.D.

Remember to
renew your
2020 SCCAP
membership by
August 1.

My name is Jill Ehrenreich-May, and I am the new SCCAP Member-at-Large (MAL) for Science and Practice. I am also a professor of Psychology at the University of Miami. First and foremost, I am incredibly honored to serve in this role for an organization that is one of my primary professional organization homes: SCCAP. I recognize that I am taking over this role from a truly outstanding MAL for Science and Practice, Amanda Jensen-Doss, Ph.D., who has innovated in this position in terms of outreach and service to our science and practitioner membership groups throughout her many years of service to the organization. I clearly have very “big shoes” to fill in this role!

As I set forth in my term as MAL for Science and Practice, some guiding questions will drive my own service in this role: (1) What can we do as an organization to be more useful to the large number of child clinical practitioners that make up the SCCAP membership? (2) In what ways can the Science and Practice Sub-Committees support SCCAP’s usefulness via helpful actions, including training opportunities, web-based resources, new programs, and awards to sponsor and spotlight excellence within our organization? and, (3) how can our academic and scientific community within SCCAP better support the dissemination of knowledge

about innovations in the field of child clinical practice?

We are in a time of great innovation within child clinical psychology, in terms of new and exciting directions within evidence-based assessment modalities and more streamlined, engaging and efficient directions for intervention. As MAL, I hope to spotlight these new innovations. To that end, I am thrilled that our March webinar will feature Jessica Schleider, Ph.D. from Stony Brook University, a rising star in the field of single-session interventions to target key mechanisms associated with child psychopathology and youth wellness.

As I evolve in my role as MAL for Science and Practice, I would love to hear directly from you. Would you like to contribute to our Science and Practice Sub-Committees? Do you have ideas about how SCCAP can further training, programmatic options, or provide other supports to our clinical child scientist or practitioner members? I encourage you to contact me directly at j.ehrenreich@miami.edu to discuss your ideas or ask more about how you can become more involved in SCCAP’s science and practitioner-focused initiatives.

CONGRATULATIONS TO THE 2020 RECIPIENTS OF THE SCCAP DIVERSITY TRAVEL AWARDS!

The Diversity Travel Awards are designed to allow graduate students and early-career psychologists from diverse groups (e.g., ethnic and racial, sexual and gender diversity, individuals with a disability) the opportunity to attend a conference to gain professional skills and present their research.

Graduate Students

Evan Auguste, Fordham University
Christopher Gomez, University of Kansas
Paulina Lim, University of Wisconsin, Milwaukee
Jenny Phan, Loyola University Chicago
Joseph Sirca, University of North Carolina at Greensboro
Jenna Sung, Stony Brook University
Courtney Swanson, Virginia Polytechnic Institute and State University
Lesley Winchester, Virginia Commonwealth University

Early Career Psychologists

Alejandra Fernandez, Ph.D., University of Miami Department of Public Health
Lucas Zullo, Ph.D., University of California Los Angeles

COMMITTEE UPDATES



MEMBERSHIP COMMITTEE UPDATE

By Christina Cammarata, Ph.D., ABPP
Member at Large for Membership & Public Interest

I want to extend a warm welcome to all new 2020 members. I also want to say thank you to those who have renewed and through your membership continue to represent and support the interests of mental health professionals working with children and adolescents. If you have yet to renew, you still have time! Take a minute to visit SCCAP53.org and avoid missing out on all of the great benefits, including our listserv, webinars, TRIP Pro access (like google for empirically supported practice info), free journal access (*Journal of Clinical Child and Adolescent Psychology* and *Evidence-Based Practice in Child and Adolescent Mental Health*), opportunities for awards, and more. Remember, you do not have to be a member of APA to be a member of SCCAP.

We have some exciting things planned for 2020 and look forward to all of you being a part of these great events! During our Midwinter Meeting, one theme that stood out was that we are committed to making diversity and inclusion a priority in our organization and our profession. With that said, we truly want to hear from all of you about how and what we can be doing better.

Please email me if you have questions, suggestions, or want to be involved in keeping us accountable to these important issues.



Christina Cammarata, Ph.D., ABPP

We will be planning several regional networking opportunities with the help of those members who graciously volunteered to help. It seems that most people are looking for ways to network and maybe even get some continuing education. Stay tuned for more announcements as we start to pilot some of these events for in your area.

Students! We see you and you are important to us!! In response to our student membership survey, our student representatives Yen-Ling Chen and Enitan Marcelle have been working with us on how to improve YOUR membership benefits. Among some of the goals are improving and streamlining the listserv and increasing ways to get involved with SCCAP and conferences.

Remember to
renew your
2020 SCCAP
membership by
August 1.



JOIN SCCAP TODAY!

www.SCCAP53.org

Follow Us on Twitter @SCCAP53

AWARD BENEFITS INCLUDING ACCESS TO:

- **SCCAP WEBSITES** including *SCCAP53.org* and *effectivechildtherapy.com*
- **SCCAP JOURNALS**, *Journal of Clinical Child and Adolescent Psychology* and *Evidence-Based Practice in Child and Adolescent Mental Health*
- **FUNDING OPPORTUNITIES**, such as the Abidin Early Career Grant and Routh Dissertation Grant
- **INBALANCE NEWSLETTER** published three times a year

- **USEFUL LISTSERVS** including a members-only listserv and a student-only listserv
- **CONVENTION ACTIVITIES** including internships-on-parade, hospitality suite, and social hour
- **CONTINUING EDUCATION CREDITS** sponsored by SCCAP
- **TASK FORCES** investigating pertinent clinical child issues
- **MORE STUDENT BENEFITS** such as board representation and free membership
- **ADVOCACY** for children's mental health at local and national levels

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