Making a Difference: Positive Child and Youth Development in Clinics, Schools & Communities

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Massachusetts School of Professional Psychology
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Children's Mental Health Matters!
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- The members of the Conference Planning Committee: Bruce Ecker, Ph.D., Robert Kinscherff, Ph.D., and Gemima St. Louis, Ph.D.
EXECUTIVE SUMMARY

The First Annual Conference on Child & Adolescent Mental Health highlighted innovative programs that are making a difference in the lives of children and adolescents who are living with mental illness and those who are at imminent risk for social and emotional delays. One in five children under the age of 19 suffers from a psychiatric disorder. Yet, only 20-34% of youth who are diagnosed with a psychiatric disorder receive treatment. Preschool children face expulsion rates that are three times higher than children in kindergarten through 12th grade. Traditional models of treatment that focus on deficits have yielded only modest results. Alternatively, models of treatments that focus on strengths show much promise, and can be applied across developmental stages and in many settings to address the unique mental health challenges faced by children, adolescents, and their families.

This multi-disciplinary conference began with Welcoming Remarks delivered by Dr. Bruce Ecker, Director, Concentration on Children and Families of Adversity and Resilience (CFAR) at the Massachusetts School of Professional Psychology (MSPP); Dr. Nicolas Covino, President of MSPP; and Dr. Deborah Allen, Director of the Bureau of Child, Adolescent and Family Health at the Boston Public Health Commission.

The conference included two keynote addresses. The first was delivered by Dr. Richard Lerner, Director of the Institute for Applied Research in Youth Development at Tufts University. In his speech titled, Promoting the Positive Development of Youth: Theory, Research, and Applications, Dr. Lerner remarked that the cutting edge of contemporary scholarship within developmental science is framed by relational developmental systems theories, models that seek to understand the mutually influential relations between individual development and contextual change. He argued that the application of relational developmental systems models occurs in regard to the formulation of a positive youth development (PYD) perspective, a strength-based model of development that seeks to understand and enhance the lives of diverse adolescents.

The second keynote address was given by Dr. Jessica Henderson Daniel, Director of Training, Children’s Hospital Boston; and Associate Professor of Psychology, Department of Psychiatry, Harvard Medical School. Dr. Daniel stated that children constitute our hope for the future, and that it is time for our nation to shift its focus from “At Risk” to “At Promise” to create environments that will have a positive impact on the lives of more children and adolescents. The shift to At Promise requires thought patterns that can produce life changing results for adults as well as children and adolescents.
The conference perspective was broad, considering work in clinics, pediatric medical homes, early child care settings, schools, and communities. The connections between research and practice were stressed throughout. Concrete examples of successful practices and programs were presented. The presenters included eminent researchers as well as prominent service providers, policy planners, and consumers. Representatives from early child care programs, schools, health care centers, communities, and Commonwealth agencies were present to foster collaboration in meeting the growing mental health needs of children and their families.

The day was divided between plenary sessions, panel presentations, and concurrent sessions—all in an attempt to foster engagement and sharing among attendees. A highlight of the conference included artistic performances by Urbanity Dance, a Boston-based contemporary dance company that “supports neighborhood collaboration and the constructive channeling of vitality, especially fostering life enhancement for young people through dance and movement.” The theme of the 1st Annual Conference on Child and Adolescent Mental Health was relevant for practitioners, educators, administrators, policy makers, consumers, students, and community support personnel.

“If the children and youth of a nation are afforded opportunity to develop their capacities to the fullest, if they are given the knowledge to understand the world and the wisdom to change it, then the prospects for the future are bright. In contrast, a society which neglects its children, however well it may function in other respects, risks eventual disorganization and demise.”

~ Urie Bronfenbrenner
The Massachusetts School of Professional Psychology (MSPP) educates students for careers that meet the growing demand for access to quality, culturally competent psychological services for individuals, groups, communities and organizations both locally and around the globe. MSPP offers 15 degree programs with a focus on serving vulnerable populations, including children of adversity, Latinos and veterans as well as organizations and leaders on the forefront of creating long-lasting social change.

MSPP’s commitment to meeting the needs of underserved populations, providing psychological services, and training culturally sensitive clinicians can be seen in our Dr. Cynthia Lucero Latino Mental Health Training Program, Master’s Program in Global Mental Health, doctoral clinical concentration in Children and Families of Adversity and Resilience (CFAR), School Psychology Masters/CAGS and Doctoral Programs, Center or Excellence for Children and the Law, the PATHWAYS Program, and our community partnerships with the Haitian Mental Health Network, the Massachusetts Society for the Prevention of Cruelty to Children, and over 350 field placement sites.

The Freedman Center for Child and Family Development, MSPP Interface Referral Service, and our Brenner Center for Psychological Testing also support our training and service mission. These programs, partnerships, field placement sites and areas of training focus on meaningful classroom discussion on diversity, individual differences and our common humanity as it relates to mental health.

By promoting open dialogue about these crucial issues, MSPP strives to attract a student body that reflects and/or engages with the communities we serve. The core of MSPP’s approach is to provide students with hands-on experience and the clinical skills they need to be effective, pragmatic, and compassionate professionals providing high quality services to their clients and solving complex problems in an increasingly diverse world.
MYCHILD
Massachusetts Young Children’s Health Interventions for Learning and Development

MYCHILD is a SAMHSA-funded System of Care (CCMHS) initiative that integrates early childhood mental health in pediatric medical homes. The project is a collaboration of families, health centers, and child serving agencies led by the MA Executive Office of Health and Human Services and Boston Public Health Commission in partnership with three pediatric medical homes and Health Care for the Homeless. MYCHILD aims to identify young children (birth to 1st grade) with significant behavioral and emotional needs and provide them with individualized, coordinated and comprehensive services. MYCHILD also aims to build the capacity of pediatric medical homes and community-based organizations to support young children with social and emotional needs through consultation and training.

Goals of MYCHILD:
1) Early identification and linkage to effective services and supports for children with a serious emotional disturbance (SED) or are at imminent risk of SED.
2) Culturally and linguistically competent support and linkage of children and families to accessible, affordable, coordinated services.
3) Expansion of service capacity to provide community-based mental health clinical and consultation services in children’s natural environments.
4) Cross training of early childhood and family support workforces to recognize and respond to Infant and Early relationship-based tools and practices.

MYCHILD Sites and Services:
MYCHILD sites include Boston Healthcare for the Homeless, Bowdoin Street Health Center, Joseph Smith Community Health Center, and Dorchester House Multi-Service Center. At each Health Center, MYCHILD offers a variety of supports to families of young children with social and emotional needs. These supports span prevention and intervention services aimed at using the strengths of families to address the comprehensive needs of the child and family. An individualized care plan is created for each family, which may include participation in community programs, therapy, and care coordination services. MYCHILD uses a family-driven, team-based approach to support caregivers in improving and managing their family’s health. Families transition from MYCHILD with sustained engagement in their medical home and a strengthened relationship with their primary care provider.

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Promoting the Positive Development of Youth: Theory, Research, and Applications  
Richard M. Lerner, Ph.D., Director, Institute for Applied Research in Youth Development, Tufts University

In his Opening Remarks, Dr. Lerner posited that developmental psychology has transformed into developmental science, a multidisciplinary field aimed at describing, explaining, and optimizing the course of intraindividual change, and interindividуal differences in intraindividual change, across the life span. The cutting edge of contemporary scholarship within developmental science is research framed by relational developmental systems theories, models that seek to understand the mutually influential relations between individual development and contextual change, represented as individual $\leftrightarrow$ context relations, and to promote individual $\leftrightarrow$ context exchanges that are mutually beneficial. A key, sample case of the application of relational developmental systems models occurs in regard to the formulation of a positive youth development (PYD) perspective, a strength-based model of development that seeks to understand and enhance the lives of diverse adolescents. Research derived from the 4-H Study of PYD, as well as from other longitudinal studies conducted within the Institute for Applied Research in Youth Development, was used to illustrate that, when the strengths of young people are aligned with the resources existing in families, schools, and communities that are potentially useful in actualizing these strengths, then healthy development will occur. Accordingly, this PYD perspective illustrates that relational developmental systems theories provide an optimistic view of the potential for promoting thriving among youth, and suggests that the skills sets of researchers may be used in collaboration with community resources to identify what actions, with what youth, at what points in their developmental trajectories, may be taken in what contextual settings, to foster specific facets of well-being and health among youth.
Moving from At Risk to At Promise: Words Matter
Jessica Henderson Daniel, Ph.D., ABPP, Director of Training, Children’s Hospital Boston; and Associate Professor of Psychology, Department of Psychiatry, Harvard Medical School

In her Closing Remarks, Dr. Daniel stated that our children and adolescents are precious. As such, they constitute our hope for the future in terms of moving the nation “toward,” in the words of Toni Morrison. She observed that in the United States, the discrepancies among the various groups of children and adolescents are large and growing. Several APA Task Force reports have documented the issues. Dr. Daniel remarked that it is time to move from task force to tasks to create classrooms and essential extra curriculum activities that will have a positive impact on the lives of more children and adolescents. Her presentation included a discussion of the psychological science that documents the differences as well as the ideas and language needed for change to occur. The shift to “at promise” requires thought patterns that can produce life changing feelings and behaviors for adults as well as children and adolescents.
School-Based Behavioral Health: Developing Culturally-Responsive Interventions for Black Adolescent Girls
Maryam Jernigan, Ph.D., Assistant Clinical Professor, Department of Psychiatry, Yale University

For Black girls, higher rates of obesity have been associated with heightened levels of emotional health problems (e.g., depression), social issues (e.g., isolation and stigma) and poor physical health (e.g., diabetes), which impacts overall functioning. Despite this knowledge, research on the behavioral, psychosocial and environmental factors that may contribute to increased rates of overweight and obesity among Black girls and other youths of color, continues to lag. The Healthy Intervention and Prevention Program in Schools (HIPPS), is a comprehensive school-based behavioral health program designed to investigate relevant racial and cultural factors in an effort to better understand and address the mental and physical health and psychosocial needs of adolescent girls of color. In her presentation, Dr. Jernigan addressed the importance of using an intersectional framework to guide the development and implementation of culturally responsive behavioral health interventions for youth. Considerations and strategies for school-based collaboration were also discussed.

Positive Behavior Support for Young Children: The CSEFEL Pyramid Model in Massachusetts
Kate Roper, M.A., Ed.M., Assistant Director of Early Childhood Services, Massachusetts Department of Public Health; Michelle Campbell-Gaylord, M.A., Center Director, Horizons for Homeless Children; and Margaret Silverberg, MSW, Child and Family Clinician, The Home for Little Wanderers

The Pyramid Model was developed by the Center for the Social Emotional Foundations of Early Learning (CSEFEL) for the Office of Head Start and the Child Care Bureau. The model provides a comprehensive approach, and offers free user-friendly training materials, videos and print resources for early educators, family support providers, and parents. The panel highlighted the work being done in Massachusetts to promote healthy social emotional development of young children, teach social skills, and address persistent challenging behaviors. The presenters discussed dissemination of the Pyramid Model statewide, implementation in a child care program for homeless families, and its use by mental health consultants to partner with educators and families.
Employing the Systems of Care and Wraparound Models from Early Childhood to Transitioning Youth

Jack Simons, Ph.D., Acting Director of Children’s Behavioral Health Interagency Initiatives, Executive Office of Health and Human Services (EOHHS); and Leslie Fisher-Katz, MS, LMHC, CAC, Director of Early Childhood Mental Health, Boston Public Health Commission

According to the U.S. Department of Health and Human Services, the Systems of Care model is defined as “a service delivery approach that builds partnerships to create a broad, integrated process for meeting families’ multiple needs. This approach is based on the principles of interagency collaboration; individualized, strengths-based care practices; cultural competence; community-based services; accountability; and full participation of families and youth at all levels of the system. A centralized focus of systems of care is building the infrastructure needed to result in positive outcomes for children, youth, and families.” A Systems of Care model is the model of choice when working with children and families in our most vulnerable populations. While the principles of Systems of Care and Wraparound are consistent across populations, implementation needs to respond to the differing needs and contexts of different ages. From theory and their own experience with Wraparound, the panelists engaged the audience in a discussion of challenges, effective practices, and promising ideas for working with children, youth, and families.

The Boston Public Schools Comprehensive Behavioral Health Model

Andria Amador, CAGS

The Boston Public Schools Comprehensive Behavioral Health Model (CBHM) is designed to provide a system-wide framework for the implementation of behavior intervention and supports, including tiered interventions and the collection of data to examine effectiveness. The CBHM is built on the premise that by integrating behavioral health services into schools, we will create safe and supportive learning environments that optimize academic outcomes for all students. Ms. Amador described the model and outlined strategies for the district to provide high-quality behavioral health services that can be equitably accessed by all students. Services based on the model begin at the school level with universal screening to identify students with elevated risk for developing behavioral health issues. The model then organizes and monitors targeted interventions for those with an elevated risk and/or behavioral health needs. Over time, this information will guide district-wide planning and will initiate more effective referral processes with partnering mental health agencies, particularly for those students with the greatest needs. Ms. Amador is the chief architect of the CBHM.
Deborah A. Fauntleroy, MSW, Associate Director, Parent/Professional Advocacy League (PPAL)

The Certificate Program in Children’s Behavioral Health is a pilot program developed by the Children’s Behavioral Workforce Collaborative (comprised of PPAL and 12 other organizations) to address the need for expanding the pool of family partners and therapeutic mentors from diverse linguistic, ethnic, and racial groups, and to meet the staffing needs of the participating Community Service Agencies. The pilot provides a one-year free certificate program in Children’s Behavioral Health offered through Urban College of Boston in partnership with PPAL and Boston University’s Center for Multicultural Training in Psychology. Ms. Fauntleroy and her colleagues provided an overview of the program, presented participant views of their preparation for assuming family partner and therapeutic mentor roles, and discussed the importance of practice-focused learning as we seek to develop this workforce. The pilot program is funded by the Department of Mental Health and Commonwealth Corporation.

Successful Mental Health Care for Youth and Young Adults
Lydia Proulx with Young Adult Members of Youth M.O.V.E. Massachusetts, Parent/Professional Advocacy League (PPAL)

Just as the family movement in the past 25 years has pushed for family driven principles and involvement in children’s behavioral health, the youth movement is gaining traction throughout the state. Behavioral, emotional, and mental health care is rapidly changing in order to listen curiously to youth and young adults with lived experience as well as incorporate their perspective and feedback into behavioral and mental health care systems. This panel presentation aimed to help parents and providers gain insight and understanding into what helps and what does not help young adults in their own mental health care. Youth M.O.V.E. Massachusetts is the
statewide chapter of Youth M.O.V.E. National, a youth-led national organization devoted to improving services and systems that support positive growth and development by uniting the voices of individuals who have lived experience in various systems including mental health, juvenile justice, education, and child welfare (www.youthmovenational.org). Youth M.O.V.E. Massachusetts panelist members are trained in Foster Sharing by the Foster Care Alumni of America. The youth and young adult members speak at universities, medical schools, conferences, and local organizations in order to share their stories of lived experience and effect change in their communities.

Early Childhood Mental Health: Sustaining the Integration of Behavioral Health and Health Care
A. Kathryn Power, M.Ed., SAMHSA Regional Director; Deborah Allen, ScD, Director of the Bureau of Child, Adolescent, and Family Health, Boston Public Health Commission; Charles J. Homer, MD, MPH, National Initiative for Children’s Healthcare Quality (NICHQ); Neha Sahni, M.S., Medicaid Administrator; and Christopher Counihan, MSW, Director of the Office of Behavioral Health, Mass. Health

For the past four years lessons learned from the SAMHSA’s MYCHILD/Project LAUNCH grants have taught us that the successful integration of behavioral health and health care is best met through a medical home model for children ages 0 to 8. Some of the obvious reasons, of course, have to do with the fact that all children this age are most often seen by their pediatrician than any other service provider; there is typically a trusting relationship between the caretaker, child, and pediatrician that is built on trust and loyalty; and it is the one model that supports early detection of mental health concerns and could perhaps prevent serious mental health problems in the long run. Having made the case for why the medical home model is the correct choice for early childhood mental health prevention and intervention, the argument for how we support and advocate for its funding through Medicaid still has to be addressed. The following are questions being confronting in the field as well as at the state level, which were addressed during this panel presentation:

- What strategies can we undertake that would institutionalize the medical home model for children?
- How can we rethink mental health to include prevention as part of the treatment spectrum? Namely, that prevention is no longer viewed as something that is done to avoid treatment, but that it too qualifies as an intervention and is also a form of treatment.
• By requiring that a diagnosis be applied before assuring reimbursement for a service may, in fact, deter early identification and treatment due to the stigma attached with mental illness. How can we bolster early detection activities without igniting fears associated with mental illness?

• For those children for whom a diagnosis has been identified, how do we negotiate what appears to be a relatively low per member (for mental health treatment) rate compared to a much higher per member cost?

• How can we reconcile that most community health centers that are gaining PCPR’s are seeing this as a way to manage very chronically physically or mentally ill adults and yet they are still hoping these funds can support non clinical staff working with children and families?

How the Culture of Adult Learning in Schools Impacts the Quality of Student Life and Learning

John D’Auria, Ed.D., President, Teachers21

During his presentation, Dr. D’Auria remarked that many educators have experienced an increase in anxiety and tension within their own work lives as a result of more accountability, accelerated changes in the field, and from an expansion of federal, state, and local demands. He argued that culture influences how students experience life and learning in schools and, as a result, students are often the recipients of this increased stress on the adults. Dr. D’Auria highlighted important ways that leaders can address this issue and shape school cultures that balance emotional and cognitive safety with accountability.
Boston Youth Sanctuary: An Innovative Therapeutic After School Program
Jana Karp, M.Ed., Executive Director; Brian Aufiero, LICSW, Clinical Director; and Harry Harding, Director of Family Services, Boston Youth Sanctuary

Boston Youth Sanctuary (BYS) is an innovative therapeutic after school program for inner-city youth ages 6 to 11 who have experienced trauma. BYS youth have suffered from a variety of traumas including the violent deaths of parents or siblings, sexual and physical abuse, neglect, homelessness, and foster care. During the presentation, the panelists described BYS’s innovative therapeutic after school programming model and services. They noted that BYS provides daily therapeutic activities and offerings designed to help urban survivors of childhood trauma heal and build the life skills necessary to increase their chances of success. BYS services are offered at no cost to the children and families who participate in the program. BYS’s integrative daily programming includes individual and group therapy, enrichment activities, skill-building groups, and other essential services such as daily meals and transportation. BYS offers interventions and individualized care that are typically inaccessible for inner-city youth, allowing them access to resources they lack so that they can not only survive but thrive outside our walls. BYS’s model equally emphasizes mentoring, a pro-social environment, family services, therapies, arts and enrichment activities. In continued recognition of the whole child, each child is assigned a Family Liaison who maintains regular positive communication with the child’s caregivers and providers, offers assistance navigating social service systems, and helps families to access community resources as needed. BYS understands the critical role of the family system in a child’s well-being, particularly as many of our caregivers are overwhelmed by the same trauma-related psychosocial and emotional health needs as their children. These services also include educational advocacy and communication with and visits to the children’s schools to guarantee that their academic needs are met.
Delivering High Quality Treatments in the Age of CBHI: The Integration of Evidence-Based and Experience-Based Perspectives in the Implementation of Services for Youth with Adverse Childhood Experiences and Their Families
Monica Roizner, Ed.D., Director of Clinical Services; and Amanda Kennedy Hemp, LICSW, Clinic Director of the Lawrence Family Counseling Center, Massachusetts Society for the Prevention of Cruelty to Children (MSPCC)

The implementation of the Children’s Behavioral Health Initiative in Massachusetts (CBHI) has provided an unprecedented opportunity to respond to the mental health needs of children, adolescents and their families. The ability to deliver services in the home and community, to move beyond the “50 minute therapy hour” in the office, to calibrate the intensity and frequency of services to individual needs, and the emphasis on family empowerment and coordination of care provide increased service access and flexibility to clinicians. This presentation described the Massachusetts Society for the Prevention of Cruelty to Children’s approach to selecting, implementing, and sustaining the delivery of evidence-based treatments that fit the needs of children (including toddlers and preschoolers), adolescents and families affected by trauma and adverse childhood experiences, and highlighted practical considerations for clinicians, managers, and future programming. Presenters discussed the vision and unique elements that contribute to the successful adoption and delivery of evidence based treatments for trauma as part of their in-home therapy program.

Early Childhood Mental Health Medical Home Model
Christina Moulin, M.A., Director of Project LAUNCH, Boston Public Health Commission; Molly Mariano, LICSW, Early Childhood Clinician, Codman Square Community Health Center; and Jacqueline Rue, Family Partner, Codman Square Community Health Center

Panelists shared their approach to early childhood mental health integration into pediatric primary care. Participants heard multiple perspectives on the successes and lessons learned during the Project LAUNCH and MYCHILD programs. The panelists also discussed roles and shared experiences of the pediatrician, the family partner, the mental health clinician, and the Boston Public Health Commission.
APPENDIX A:
MEMORABLE MOMENTS
APPENDIX B: PRESENTERS’ BIOGRAPHIES

Deborah Allen, ScD
Dr. Deborah Allen has been Director of the Bureau of Child, Adolescent and Family Health at the Boston Public Health Commission since July 2008. Bureau programs include Boston’s Healthy Start and Healthy Baby/Healthy Child programs, along with the city’s school-based health centers, school health education, youth development, and community and domestic violence prevention programs. Bureau programs take a holistic approach, addressing mental as well as physical health. Like all programs of the Boston Public Health Commission, they emphasize elimination of health disparities as a central goal. Prior to coming to the Public Health Commission, Dr. Allen was Associate Professor of Maternal and Child Health at the Boston University School of Public Health (BUSPH) and Co-Principal Investigator for the national Catalyst Center on Financing of Care for Children and Youth with Special Health Care Needs. Before BUSPH, she worked for the Massachusetts Department of Public Health Title V program for 13 years. She has a doctorate in Maternal Child Health (MCH) and a master’s degree in MCH and Health Policy and Management from the Harvard School of Public Health.

Andria Amador, CAGS
Ms. Andria Amador is the Assistant Behavioral Health Director in the Boston Public Schools. A school psychologist herself, she supervises all school psychologists in the Boston schools, coordinates professional development, collaborates with numerous community partners, and is the Mental Health Crisis Response leader in all Boston Public Schools. Further, as Assistant Director, Ms. Amador has led the BPS implementation of the Comprehensive Behavioral Health Model (CBHM) in 23 schools. In collaboration with Boston Children’s Hospital and the University of Massachusetts Boston, the aim is to provide a systematic approach to mental health in the schools that includes partnerships with mental health providers and university training programs. The CBHM has district support as a model for replication with the district. Ms. Amador is also President-Elect of the Massachusetts School Psychology Association.

Brian Aufiero, LICSW
Mr. Brian Aufiero started in the human service field as a child care worker in a residential treatment center in 2001 while studying human services and business management at UMass Boston. He transferred to New York University to complete his Bachelor’s and Master’s degrees in Social Work between 2003 and 2006. While in New York, he completed an internship as a community case manager for a Senior Service Agency. He visited clients in their homes to help them remain in their home with health, financial and advocacy services. He also completed a social work internship with children and families as a school counselor for K-6 grade students at P.S. 146 in Spanish Harlem. Mr. Aufiero has previously been a Program and Clinical Director, and spent the past seven years providing individual, group and family counseling services in residential treatment programs for at-risk adolescent boys and girls who are involved with the Department of Youth Services (DYS). He specializes in group work and adventure-based counseling including games, group challenges, and teambuilding activities. He shares his love of sports, outdoor activities and learning new things with everyone he works with. Mr. Aufiero began working at Boston Youth Sanctuary as Clinical Director in August 2013.
Michelle Campbell-Gaylord, M.A.
After graduating from Lesley College in 1989, Ms. Campbell-Gaylord began her career in early childhood education as a teacher for children with special needs in Washington, D.C. and has for the past 25 years worked on behalf of young children and their families in a variety of settings. Her experience at a private preschool led her to further study of the Reggio Emilia Approach during her Master’s Program at Lesley University. Additionally, while attending graduate school, she realized her desire to return to working with children and families “at-risk”, which led her to Horizons For Homeless Children, where she is now the Center Director at the Edgerley Family Children’s Center and believes that there at least “100 languages of children” and families and staff.

Christopher Counihan, MSW
Mr. Christopher Counihan has worked in the field of managed behavioral health care for over 18 years. He was a member of the network management staff of the first Medicaid behavioral health carve-out in the country and helped to develop the extensive list of covered behavioral health services that provide a range of alternatives to inpatient hospitalization for adults and children. Since then Mr. Counihan has participated in the start-up of a behavioral health managed care organization in Pittsburgh, Pennsylvania and has since consulted with providers, payers, state and county governments in six state in the Northeast on a range of program development, compliance, finance and contracting issues. Before coming to MassHealth as the Director of the Office of Behavioral Health in June 2010, he was a consultant to the Rhode Island Department of Children, Youth and Families and oversaw the management of their Children’s Intensive Services Program. At MassHealth he oversees the PCC Plan Integrated Care Contract with MBHP, the CBHI initiative, and has been directly involved with the design of PCPR, Health Homes and the One Care program. Mr. Counihan has an MSW from Boston University and an undergraduate degree from Stanford University.

Jessica Henderson Daniel, Ph.D., ABPP
Dr. Jessica Henderson Daniel is an Associate Professor of Psychology in the Department of Psychiatry at Harvard Medical School. At Boston Children’s Hospital, she is both Director of Training in Psychology in the Department of Psychiatry and Associate Director of the Leadership Education in Adolescent Health (LEAH) Training Program in the Division of Adolescent Health. Her career has focused in instruction, training and mentoring. In the American Psychological Association, she is the first African American woman to serve on the APA Board of Directors. While on the Board, she chaired the Centering on Mentoring Task Force and successfully initiated the Task Force on Resilience and Strength in Black Children and Adolescents. She is a past president of the Society for the Psychology of Women and has served on the Committee for the Advancement of Professional Practice, the APA Code of Ethics Task Force tasked with the revision of the Code, the Coalition for Psychology in Schools and Education, the Commission on Ethnic Minority Recruitment, Retention and Training, the initial APA Task Force on New Psychologists (serving as adviser), and the Finance Committee. She has served four terms as a member of the Council of Representatives, elected by the Massachusetts Psychological Association and the Society for the Psychological Study of Ethnic Minority Issues. She has chaired three of the caucuses. In the Commonwealth of Massachusetts, Dr. Daniel is a past chair of the Board of Registration of Psychologists. In 1993 under her leadership, Massachusetts became the first state to require both instruction and training about persons of color in order to become licensed. Massachusetts remains the only state with such a requirement. She is committed to leadership training. As president of the Society for the Psychology of Women, she organized a leadership initiative. At the present time, she is on the executive committee of the Leadership Institute for Women in Psychology which is sponsored
by the APA Women’s Programs Office and a faculty member for the Diversity Leadership Program sponsored by Division 31—State Provincial and Territorial Psychological Association Affairs. She is the recipient of numerous mentoring, instruction and training awards from APA, Massachusetts Psychological Association, APPIC, and Harvard Medical School. These include the APA Distinguished Contributions to Education and Training Award, the APA Karl F. Heiser Presidential Award. At Harvard Medical School she received the prestigious A. Clifford Barger Excellence in Mentoring Award—the first woman, first psychologist and first person of color to be so honored. She also received the Elizabeth Hurlock Beckman Trust Award.

John D’Auria, Ed.D.
Dr. John D’Auria moved from directing the Canton Public Schools as Superintendent to becoming President of Teachers21. In a career that has spanned four decades as a math teacher, guidance counselor, principal and superintendent, Dr. D’Auria has worked with hundreds of school leaders around sharpening the academic focus of school teams, developing a vibrant school culture, and managing conflict in the workplace. Dr. D’Auria’s research focuses on the ways in which the assumptions that people hold about intelligence significantly influence their learning. His newest book, School Systems That Learn, was co-authored with Dr. Paul Ash (Corwin Press, 2012). Dr. D’Auria is also the author of Ten Lessons in Leadership and Learning (2010), a helpful resource to new and experienced leaders, as well as “The DNA of Leadership”—a curriculum for aspiring school leaders. Additionally, Dr. D’Auria co-authored with Jon Saphier, How to Bring Vision to School Improvement (Research for Better Teaching, 1993). Numerous other articles include “The Superintendent as Teacher,” Phi Delta Kappan Online Edition, Fall, 2009; “A Principal’s Dilemma,” jointly with Matt King in Schools: Studies in Education, University of Chicago Press, Spring, 2009; and “3 Strands Form Strong School Leadership,” jointly with Jon Saphier and Matt King, National Staff Development Council, Spring, 2006. He is a frequent speaker at national and regional educational conferences and has served on The Middle School Curriculum Project based at Education Development Center.

Deborah Fauntleroy, MSW
Ms. Deborah Fauntleroy is the Associate Director of the Parent/Professional Advocacy League (PPAL), a statewide family-run non-profit organization dedicated to improving the mental health and well-being of children, youth and families through education, advocacy and collaboration. As Associate Director of PPAL, she supervises staff, provides staff development and trainings to diverse populations, represents PPAL on various governmental and non-profit committees, conducts research, writes reports, and provides direct assistance to families through information and referral. Ms. Fauntleroy is a graduate of Columbia University School of Social Work where she was a National Institute of Mental Health Fellow. She has continued to add to her skills set through a variety of trainings, online classes and certificate programs. She entered the world of children’s mental health when, as an advocate for her son, she became aware of the challenges many families face in raising children with mental health needs, and became committed to helping children, youth and families through her work. Ms. Fauntleroy formerly worked for Boston Medical Center as the Program Manager of the youth Mobile Crisis Intervention Services for Boston, Cambridge and Somerville. In this position, she oversaw the clinical, training and administrative management of the teams, and she developed and implemented trainings for Children’s Behavioral Health Initiative’s (CBHI) family partners and clinical staff. She possesses over thirty-five years of clinical, training, and administrative experience.
Leslie Fisher-Katz, LMHC, CAC
Ms. Leslie Fisher-Katz is a clinician with more than 25 years experience as a therapist with children and families. Her primary foci have been families with young children, treatment from a developmental lens, therapeutic parenting, attachment treatment, early childhood mental health consultation, and developing relationships with parents that is consistently trauma sensitive. She has developed a variety of curricula, both psycho-educational and clinically focused. Most recently, she co-created a 12-week clinical training program centered on child and family therapy in an effort to increase clinician’s willingness to and comfort in working with families with young children. She also has significant experience as a trainer on the topic of developing Trauma Informed Cultures. Currently, she is the Director of Early Childhood Mental Health at the Boston Public Health Commission.

Harry Harding
Mr. Harry Harding has worked in a number of capacities with youth and families for more than 10 years in the Boston community. Earning a B.S. in Human Services from Springfield College in 2012, Mr. Harding possesses a strong passion for writing, the arts, travel and sports. In 2003, he transitioned from a successful career in retail management to work as a case manager for a local youth program. Since that time Mr. Harding has worked with several populations and held various roles within the CBHI (Children’s Behavioral Health Initiative) world, from Therapeutic Mentor to Intensive Care Coordinator. Building a strong reputation working with families, from 2006 to 2007, he served as the Director of Constituent Services and Director of Communications for former Boston City Councilor At-Large, Sam Yoon. Born and raised in Dorchester, Mr. Harding joined Boston Youth Sanctuary (BYS) in May 2013 where he currently works as the Director of Family Services. He brings diverse experience to BYS including several years of direct care with at-risk youth as well as professional stints in media and public policy.

Amanda Kennedy Hemp, MSW, LICSW
Ms. Amanda Kennedy Hemp is the Clinic Director for the Massachusetts Society for the Prevention of Cruelty to Children (MSPCC) Lawrence Family Counseling Center. She has more than 15 years of experience working with children and families, including children who have been sexually and physically abused, and exposed to violence as well with as families affected by stress and adversity. She has been delivering and supervising clinicians providing Outpatient, In-Home Therapy and Therapeutic Mentoring services. She has been trained in evidence-based treatments, including TF-CBT and Child Parent Psychotherapy. She is also part of MSPC’s Military Family Support Program team.

Charles J. Homer, MD, MPH
Dr. Charles Homer co-founded the National Initiative for Children’s Healthcare Quality (NICHQ) in July 1999 and he currently serves as the organization’s President and CEO. He is an Associate Clinical Professor of Pediatrics at Harvard Medical School and an Associate Professor at the Harvard School of Public Health. A member of the federal Secretary’s Advisory Committee on Heritable Disorders in Newborns and Children, Dr. Homer also served as a member of the Institute of Medicine’s Pediatric Health and Quality Measurement Committee from 2009-2011; chaired NCQA’s Children’s Measurement Advisory Panel from 2009-2011; and co-chaired the National Quality Forum (NQF) Child Outcomes Steering Committee from 2009-2010. He represents NICHQ at the National Priority Partnership, convened by the National Quality Forum. In Massachusetts he is a member of the Expert Panel on Performance Measurement reporting to the Commonwealth’s Quality and Cost Council. He was a member of the third U.S. Preventive Services Task Force from 2000-2002 and served as chair of the American Academy of Pediatrics Committee on Quality Improvement from 1999-2001 and its
Maryam Jernigan, Ph.D.
Dr. Maryam Jernigan is an Assistant Clinical Professor in the Department of Psychiatry at Yale University. Addressing the needs of children, adolescents, and families has been the primary focus of her clinical and research experiences. Dr. Jernigan has an extensive background in studying cultural and socio-ecological factors and their relationships to mental and physical health outcomes in youth of color. Clinically, Dr. Jernigan has worked with multidisciplinary teams in school, community, and primary care settings such as, Boston Medical Center/Boston University School of Medicine, Harvard Medical School/Children’s Hospital Boston Dept. of Adolescent Medicine, and Yale New Haven Hospital Department of Adolescent Primary Care. Through her work Dr. Jernigan has recognized that traditional approaches to the development and implementation of interventions that serve to meet the needs of children and adolescents are not always effective for all individuals. This awareness catalyzed her career focus on developing and evaluating culturally responsive behavioral health interventions for underserved populations. Dr. Jernigan has published articles and given numerous presentations on the examination of racial and cultural factors that influence the healthy mental and physical health of children, adolescents, and their families. She specializes in the investigation of health disparities and issues of health equity among children and people of color, with clinical and research experience in school, community and hospital settings. As a clinician and clinical-researcher, Dr. Jernigan’s contributions to the field of behavioral health have earned recognition from numerous organizations including the Ford Foundation and the American Psychological Association. She has also served as a consultant nationally in health, academic, and private organizations to address issues of diversity, specializing in systemic analysis and strategic planning. Dr. Jernigan is closely aligned with several professional organizations. She is a member of the American Psychological Association’s Executive Committee of Section 1 (Black Women in Psychology), Division 35 (The Society for Women in Psychology), Division 17 (Counseling Psychology), and Division 45 (Study of Ethnic Minority Issues) as well as a member of the Diversity Committee of The Obesity Society.

Jana Karp, M.Ed.
Ms. Jana Karp was born and raised in Massachusetts. She graduated from Union College in 1999 with Honors in English. After graduating, she went on to teach third and fourth grades in Roxbury from 1999-2009 and continues to mentor former students. Ms. Karp started a Girls Scout Troop in Roxbury and has been a leader since 2003. In 2006, she received her Master’s degree in Education from Lesley University, where she now sits on the Board of Trustees. Ms. Karp worked as a home-based Case Manager in Dorchester, MA from 2010-2011 where she coordinated services for children with mental health issues and their families. In 2013, Ms. Karp joined The Board of Trustees for The Steppingstone Foundation. Ms. Karp’s work in Boston’s inner city over the past 14 years has allowed her to communicate directly with families about their needs and the types of services they find most helpful. This work led her to found Boston Youth Sanctuary, Inc. in 2011. Boston Youth Sanctuary (BYS) is a therapeutic after school program for youth ages 6 to 11 that have experienced trauma and reside in Roxbury, Dorchester and Mattapan. BYS is the first program of its kind, providing clinical support, after school care, case management, educational advocacy and creative therapeutic models in one center. The trauma specific focus and innovative program model provides youth with a safe space to process their experiences; receive social, educational, and emotional support; and build the life
skills necessary for long-term success. Ms. Karp was particularly interested in working with children who have experienced trauma because of their demonstrated resiliency when they are able to receive trauma specific treatment. As Executive Director of the program, Ms. Karp is directly involved with the daily implementation and management of this innovative model.

Richard Lerner, Ph.D.

Dr. Richard M. Lerner is the Bergstrom Chair in Applied Developmental Science and the Director of the Institute for Applied Research in Youth Development at Tufts University. He went from kindergarten through Ph.D. within the New York City public schools, completing his doctorate at the City University of New York in 1971 in developmental psychology. Dr. Lerner has more than 650 scholarly publications, including more than 75 authored or edited books. He was the founding editor of the *Journal of Research on Adolescence* and of *Applied Developmental Science*, which he continues to edit. He was a 1980-81 fellow at the Center for Advanced Study in the Behavioral Sciences and is a fellow of the American Association for the Advancement of Science, the American Psychological Association, and the Association for Psychological Science. He is the 2013 recipient of the American Psychological Associations (Division 7) Urie Bronfenbrenner Award for Lifetime Contribution to Developmental Psychology in the Service of Science and Society. Prior to joining Tufts University, he was on the faculty at The Pennsylvania State University, Michigan State University, and Boston College, where he was the Anita L. Brennan Professor of Education and the Director of the Center for Child, Family, and Community Partnerships. During the 1994-95 academic year, Dr. Lerner held the visiting, Tyner Eminent Scholar Chair in the Human Sciences at Florida State University. Dr. Lerner is known for his theory of relations between life-span human development and social change, and for his research about the relations between adolescents and their peers, families, schools, and communities. As illustrated by his 2004 book, *Liberty: Thriving and Civic Engagement among America’s Youth*, and his 2007 book, *The Good Teen: Rescuing Adolescence from the Myth of the Storm and Stress Years*, his work integrates the study of public policies and community-based programs with the promotion of positive youth development and youth contributions to civil society. He is married to Dr. Jacqueline V. Lerner, Professor in the Department of Applied Developmental and Educational Psychology in the Lynch School of Education at Boston College. They live in Wayland, Massachusetts. They have three children, Justin, 33, a director and screen writer living in Los Angeles, Blair, 31, an advertising executive at Media Contacts in Boston, and Jarrett, 27, a novelist and editor living in Boston. They have one grandchild, Harper Rose Ramsey.

Molly Mariano, LICSW

Ms. Molly Mariano is the early childhood mental health clinician in the Project LAUNCH Program at Codman Square Health Center. Ms. Mariano is part of the CSHC medical home team, which includes the patient (ages birth-8 years old), caregiver, family, medical provider, and family partner. She works with families who may need extra support because of developmental delay, challenging behavior, school based needs, or multi-stress issues at home. She enjoys running groups, working with families in a home-based setting, and supporting teachers and providers through consultative work. Ms. Mariano received a master’s degree in Social Work from Wheelock College with a focus on children and families. Before joining Codman Square Health Center, Ms. Mariano worked for eight years at Dana-Farber/Children’s Hospital Cancer Center supporting families in both the inpatient and outpatient settings. She enjoys bike riding, playing drums, and surfing. She lives with her family here in Boston.
Christina Moulin, M.A.
Ms. Christina Moulin directs the Project LAUNCH program as a member of the Early Childhood Mental Health Team at the Boston Public Health Commission. Ms. Moulin works to design frameworks for integrating early childhood mental health into medical homes. She serves as a member of the broader state and local effort to improve systems that impact young children and their families. She received a Master’s degree from Tufts University in Child Development and Urban and Environmental Policy and Planning. Her studies included working with the Massachusetts Department of Early Education and Care, Casey Family Services, and the Education Development Center. Ms. Moulin spent three years teaching elementary school in the St. Louis Public Schools with Teach for America. The relationships she formed with students and families inspired her to pursue a lifetime of service to improve child wellness.

A. Kathryn Power, M.Ed.
Ms. A. Kathryn Power is the Regional Administrator, Region One for the Substance Abuse and Mental Health Services Administration (SAMHSA), an operating division of the U.S. Department of Health and Human Services (DHHS). In that role, she represents the Administrator at the regional level in fulfilling the agency’s mission of reducing the impact of mental illness and substance abuse on America’s communities. She provides authoritative advice and assistance on behavioral health policies and innovations for use in the delivery and financing of prevention, treatment and recovery services, develops regional perspectives on SAMHSA initiatives, and is a visible advocate for individuals with mental illnesses and substance use disorders within the federal government and across the region. In addition, Ms. Power serves as the SAMHSA Initiative Lead on the Strategic Priority for Military Service Members, Veterans and Their Families, focusing on collaboration and coordination to ensure that behavioral health needs for this population are met in a timely and effective manner. In 2012, she was honored for this work when the Department of Defense awarded her The Office of the Secretary of Defense Medal for Exceptional Public Service. Prior to her appointment as Regional Administrator, Ms. Power served for over 8 years as the Director of the Center for Mental Health Services at SAMHSA. During her tenure, Ms. Power received three HHS Secretary’s Distinguished Service Awards for her outstanding efforts in disaster response, elimination of seclusion and restraint, and creation of the federal partners in transformation. Prior to her appointment as Director of CMHS, Ms. Power served for over 10 years as the Director of the Rhode Island Department of Mental Health, Retardation and Hospitals, a Cabinet position reporting to the Governor. Ms. Power received her bachelor’s degree (B.A.) in Education from St. Joseph’s College in Emmitsburg, MD, and her Master’s degree in Education and Counseling from Western Maryland College. She is a graduate of the Toll Fellowship program of the Council of State Governments, which promotes the development of leaders through intensive work in policy, management and executive decision making. She completed the program in senior executive leadership at Harvard University’s Kennedy School of Government, also participating in their leadership programs in both mental health and substance abuse. She has extensive practical training and teaching experience in leadership, ethics and public service, policy development and program implementation. Ms. Power is a retired Captain in the U.S. Navy Reserve.

Lydia Proulx
Ms. Lydia Proulx is the Youth Program Manager at Parent/Professional Advocacy League (PPAL) and Youth M.O.V.E. Massachusetts. Since being a teenager herself, she has had a passion for youth driven culture and initiatives, believing that young people have something extremely valuable to contribute to their communities and the world. She has worked as Youth
Coordinator and Youth Program Manager for PPAL for nearly three years. In October of 2010, PPAL’s youth groups became the statewide Massachusetts chapter of Youth M.O.V.E. National. Since then, Ms. Proulx and Youth M.O.V.E. members have established a second youth group, a young adults support group, a speakers’ bureau, and have trained over 50 teens in Foster Sharing, a curriculum developed by The Foster Care Alumni of America, which teaches young people how to share their stories safely and effectively with a wider audience. She has a Bachelor of Science degree in Urban Studies from Worcester State University.

Monica Roizner, Ed.D.
Dr. Monica Roizner is a licensed psychologist and health service provider. As Director of Clinical Services for the Massachusetts Society for the Prevention of Cruelty to Children (MSPCC), she oversees multiple Family Counseling Centers throughout the Commonwealth of Massachusetts. For more than a decade, Dr. Roizner has been leading the implementation of evidence-based programming, the use of family-centered treatment models and designing programs and interventions to support specific populations and settings (e.g., military families and their children, school systems, children and families affected by trauma and abuse). Dr. Roizner implemented capacity-building initiatives on evidence-based treatments and services, including family engagement, TF-CBT, CBT, PMT and ARC. She is an adjunct faculty at the Massachusetts School of Professional Psychology, where she teaches Ethics and Advanced Topics in Community Mental Health. For more than 16 years, Dr. Roizner has provided consultation to SAMHSA and the Center for Substance Abuse Treatment. Her work has focused on child and family-centered programming, family therapy, trauma, sexual abuse and violence, Latino mental health, outcome evaluation, cultural competence, quality assurance, and program development. She has provided training, consultation and oversight on program implementation to SAMHSA-funded programs throughout the U.S. Dr. Roizner has a doctoral degree in Counseling Psychology from Boston University. In the past, she was a psychiatry instructor at Harvard Medical School, she was a coordinator of the Trauma Evaluation and Intervention Team at Judge Baker Children’s Center in Boston, and was a research associate at the Technical Assistance Center for the Evaluation of Children’s Mental Health Systems, which provided technical assistance to large mental health systems throughout the U.S. Dr. Roizner’s A Practical Guide for the Assessment of Cultural Competence in Children’s Mental Health Organizations, has been widely used by organizations seeking to make services relevant and effective to culturally diverse clients.

Kate Roper, M.A., Ed.M.
Ms. Kate Roper is the Assistant Director of Early Childhood Services at the Massachusetts Department of Public Health’s Bureau of Family Health and Nutrition. Ms. Roper coordinates several state and federal grants, including Project LAUNCH, the Early Childhood Comprehensive Systems Project, and an interagency agreement on the Race to the Top Early Learning Challenge Grant. Ms. Roper also co-leads the Mass CSEFEL Pyramid Model State Leadership Team. Ms. Roper has been in the field of ECE since 1978 as an infant teacher, teen parent child care director, trainer, adjunct faculty member, and independent consultant and curriculum developer. She serves on several state committees including the Massachusetts Chapter of the American Academy of Pediatrics Children’s Mental Health Task Force, the Department of Children and Families’ Massachusetts Child Trauma Project, and the Massachusetts Association for Infant Mental Health.
Neha Sahni, M.S.
Ms. Neha Sahni joined MassHealth in June 2014 as the Director of the Primary Care Payment Reform (PCPR). In that capacity, Neha is overseeing the implementation of PCPR, which is MassHealth’s test of an alternative payment model. Participation in the program was finalized in December 2013 and the payment model went live in March 2014. Prior to joining MassHealth, Ms. Sahni worked at McKinsey as a management consultant. During this time she worked on a variety of healthcare related projects including engagements with providers, payers and pharmaceutical industries. She has also worked with the Clinton Health Access Initiative and Morgan Stanley. Ms. Sahni holds a Master’s and Bachelor’s degrees from the University of Pennsylvania.

Margaret Silverberg, MSW
Ms. Margaret Silverberg is a Child and Family Clinician with the Preschool Outreach Program (POP) at The Home for Little Wanderers, providing early childhood mental health consultation and treatment services for young children, their families and early learning educators and programs in the Metro Boston area. She also specializes in trauma treatment for young children and their families at POP’s outpatient clinic in Roslindale. Ms. Silverberg has a Master of Science in Social Work degree from The University of Texas at Austin and is currently on a fellowship in the post-graduate Early Childhood Mental Health Program at Wheelock College. Recently, she helped formulate educator trainings about trauma in young children for the Breakthrough Series Collaborative on Trauma-Informed Early Education and Care operated by the Defending Childhood Initiative of the Boston Public Health Commission.

Jack Simons, Ph.D., Executive Office of Health and Human Services
Dr. Jack Simons is Acting Director of Children’s Behavioral Health Interagency Initiatives at the Massachusetts Executive Office of Health and Human Services (EOHHS). In collaboration with the state Medicaid agency, MassHealth, Dr. Simons oversees implementation of new family-centered system of home- and community-based Medicaid behavioral health services in compliance with the Rosie D. court order. Dr. Simons is a psychologist and neuropsychologist specializing in children and families. His work for more than 20 years has focused on supporting healthy child development through building collaborative systems of support for parents and other adults who work with children. Formerly a teacher, he has had a long interest in mental health consultation to schools. He has practiced and directed clinical services in inpatient, outpatient, school, medical, and forensic settings. Prior to coming to EOHHS, he directed one of the state’s six Wraparound pilot programs helping to lay the foundation for the current system of Community Service Agencies.
Conference on Child & Adolescent Mental Health

Making a Difference:
Positive Child and Youth Development in Clinics, Schools & Communities

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