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**\*\*EMERGING ISSUE**

**>>>Meeting the Mental Health Needs of Children in Foster Care**

Nationwide, it is estimated that between 60 and 85 percent of children in foster care have significant mental health problems and a major emerging issue is how to ensure they are provided with the MH services to which they are entitled by law. On July 18, a broad coalition of public interest organizations filed a sweeping class action lawsuit against the Los Angeles County Department of Children and Family Services (DCFS), the County of Los Angeles, and the State of California. The suit seeks to ensure the delivery of medically necessary mental health services for children currently in, or at risk of being placed in, DCFS custody, and to put an end to the County's abysmal record of multiple failed foster placements and its excessive reliance on restrictive, institutional placements for children with emotional and behavioral problems. Currently, close to 50,000 children are under DCFS supervision, making Los Angeles County's child welfare system the largest in the nation; the suit alleges that many thousands of these children have emotional, behavioral, and psychiatric impairments and are not being provided with the community-based mental health services to which they are entitled. (<http://www.bazelon.org/newsroom/7-18-02lacase.htm>)

**IS THIS PROBLEM RECEIVING MAJOR ATTENTION IN YOUR AREA?  
ARE SCHOOLS PLAYING ANY ROLE IN MEETING THE MH NEEDS OF  
THESE YOUNGSTERS?**

Post your response directly on our website's Net Exchange page for others to read and respond. Go to <http://smhp.psych.ucla.edu>

Or you can send your response by email to [smhp@ucla.edu](mailto:smhp@ucla.edu)

Phone 310/825-3634

Write Center for Mental Health in Schools

Department of Psychology, UCLA, Los Angeles, CA 90095-1563

**\*\*NEWS FROM AROUND THE COUNTRY**

**>>SAMHSA Establishes an Annual Recognition Award for an Exemplary School-Based Mental Health Program**

This new annual award will acknowledge the work of an outstanding-school based program that advances mental health programs in schools and promotes mental health. The 2002 award will focus on a school-based mental health program that provided proactive prevention and intervention programs for children and youth following the September 11th terrorist action. For information on how to nominate a program for this award, see the section on "News from the Two National Centers Focusing on Mental Health in Schools," which is the next to last section of this ENEWS.

#### >>SUICIDE IDEATION AND ATTEMPTS AMONG YOUTH

Approximately 3 million youngsters aged 12 to 17 thought seriously about suicide or attempted suicide in 2000; 37 percent actually tried to kill themselves. Data from the National Household Survey on Drug Abuse and reported by the Substance Abuse and Mental Health Services Administration also show that 13.7 percent of youths aged 14-17 considered suicide in the past year. Only 36 percent of those at risk received mental health treatment or counseling. A SAMHSA initiative "Signs of Suicide" is designed to educate teens about depression and signs of depression. <http://www.mentalhealth.org/newsroom>

#### >>PRESIDENT'S COMMISSION ON MENTAL HEALTH SOLICITS INPUT

New Freedom Commission on Mental Health has launched a website to promote broad participation, solicit public comments, and provide information. Allows those interested to follow the progress of this comprehensive study of the nation's public and private mental health service delivery system. The Commission September meeting will focus on children's mental health. See <http://www.MentalHealthCommission.gov>

#### >>RANDOM DRUG TESTING OF STUDENTS

On June 27 the U.S. Supreme Court decided to allow to stand a school drug testing policy that established urinalysis testing of any student participating in extracurricular competitive activities. The National Association of School Psychologists has provided a link to the court's brief and resources on how the ruling could affect decisions in other school districts. [http://www.principals.org/services/legal\\_drugstngQA.html](http://www.principals.org/services/legal_drugstngQA.html)

#### >>SPECIAL ED COMMISSION SIGNALS CHANGES TO COME

The White House Commission on Excellence in Special Education issued a report saying special education is "in need of fundamental re-thinking;" it too often waits for students to fail before providing any help. The Commission recommends intertwining special and regular education and an emphasis on early identification and intervention. It also recommends making vouchers available to parents,

especially if their children are not making progress toward their educational goals for three years running. Another recommendation is that schools eliminate the use of IQ tests for screening children for disabilities other than mental retardation.  
<http://www.ed.gov/inits/commissionsboards/whspecialeducation/index.html>

>>GOVERNORS ADVOCATE NEW SPECIAL EDUCATION POLICY

Calls for a policy to support of quality education for all students, including students with disabilities; developed jointly with the Council of Chief State School Officers, the proposed policy calls for the federal government to meet its full mandatory funding commitment of 40 percent of the average per-pupil expenditure. (Currently the federal government provides less than 17 percent.  
[http://www.nga.org/nga/newsRoom/1,1169,C\\_PRESS\\_RELEASE^D\\_4102,00.html](http://www.nga.org/nga/newsRoom/1,1169,C_PRESS_RELEASE^D_4102,00.html)

>>PRESCHOOL ENROLLMENT IS SOARING

Census data on pre-K enrollment in 2000 show nearly two-thirds of 3 and 4 year olds attended some sort of preschool. In some states the enrollment doubled or tripled during the 1990's. Forty-three states currently fund some kind of early learning efforts, and demand is building for more programs.  
<http://www.csmonitor.com/2002/0709/p13s01-lecl.html>

>>STUDENTS IN FAILING SCHOOLS AND THE OPTION TO CHANGE SCHOOLS

\*July 1st U.S. Secretary of Education Rod Paige announced that students in 8,600 schools which have not made adequate yearly progress will have the option to attend a higher performing school in their district. Under the No Child Left Behind Act of 2001, such options are to be made available to parents of students in Title I funded schools.  
<http://www.ed.gov/PressReleases/06-2002/06142002.html>

\*However, in Chicago, Mayor Daley reports that there is not enough space in better performing schools for the 125,000 students in the 179 Chicago schools eligible to transfer, (3,000 such slots are available). <http://www.suntimes.com>

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"If you have built castles in the air, your work need not be lost;  
that is where they should be. Now put foundations under them."

Henry David Thoreau

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\*\*For a weekly news story relevant to MH in Schools, check the "What's New" page on our website (<http://smhp.psych.ucla.edu>)

**\*\*RECENT PUBLICATIONS (in print and on the web)**

**>>>>CHILDREN'S MENTAL AND PHYSICAL HEALTH**

- > Report "Meeting the Health Care Needs of Children in the Foster Care System" Three-year study reported by the Georgetown University Child Development Center identifies and describes promising approaches for meeting physical, mental, emotional, developmental, and dental needs of children in the foster care system. <http://www.georgetown.edu/research/gucdc/foster.html>
- > "The Final Report and Findings of the Safe School Initiative" (2002). U. S. Secret Service's National Threat Assessment Center and U.S. Department of Education's Safe and Drug-Free School Program report based on 37 incidents of school shootings and attacks (1974-2000). <http://www.ed.gov/offices/OESE/SDFS/preventingattacksreport.pdf>
- > "The NIMH Blueprint for Change Report Research Priorities in Child and Adolescent Mental Health" (2002) <http://www.jaacap.com/>
- > "The Recovering your Mental Health series " (2002) Self-Help guides on Building Self-esteem, Making and Keeping Friends, Dealing with the Effects of Trauma, Developing a Recovery and Wellness Lifestyle, Speaking Out for Yourself, Action Planning for Prevention and Recovery. <http://www.samhsa.gov>
- > "Youth Risk Behavior Surveillance United States, 2001" (2002) Recent data report. <http://www.cdc.gov/mmwr/PDF/ss/ss5104.pdf>
- > "Dropping out of mental health treatment Patterns and predictors among epidemiological survey respondents in the US and Ontario." (2002) From the American Journal of Psychiatry, 159(5)." Summarized in Data Trends #60. [http://rtckids.fmhi.usf.edu/rtcpubs/datatrends/summary\\_60.pdf](http://rtckids.fmhi.usf.edu/rtcpubs/datatrends/summary_60.pdf)
- > SAMHSA's "1999 Annual Report to Congress on the Evaluation of the Comprehensive Community Mental Health Services for Children and their Families Program." <http://www.mentalhealth.org/publications/allpubs/CB-E199/default.asp>
- > "Estimating the Cost of Preventive Health Services in Mental Health and Substance Abuse Under Managed Care" (2002) <http://www.mentalhealth.org/cmhs/ManagedCare/pubs.asp>
- > "Treatment of Selective Mutism A Best-Evidence Synthesis" (2002) School Psychology Quarterly, Vol. 17 (2).

## >>>>FAMILY, COMMUNITY & SCHOOLS

- > "Positive Youth Development in the US Research Findings on Evaluations of Positive Youth Development Programs" (2002) R. Catalano, L. Berglund, J. Ryan, H. Lonczak, and JD Hawkins. [Http://journals.apa.org/prevention/](http://journals.apa.org/prevention/)
- > "Addressing Over-Representation of African American Students in Special Education The Prereferral Intervention Process, An Administrator's Guide" Offers a general discussion of over-representation and inappropriate referral of African American students to special education; Also describes promising approaches, gives suggestions for involving families, and includes easy to use checklists containing recommendations.  
<http://www.idea practices.org/resources/files/AddressingOverRep.pdf>
- > "Finding Common Ground Service Learning and Education Reform" (2002) <http://www.aypf.org/pubs.htm>
- > "Building a Community School" (2002) <http://www.childrengroups.org>
- > "Inside Full Service Community Schools" (2002) S. Maguire and J. Dryfoos. Corwin Press.
- > "The Roots of Vandalism When students engage in wanton destruction, what can schools do?" (2002) American School Board Journal. [Http://www.asbj.com](http://www.asbj.com)
- > "Community Treatment for Youth Evidence-Based Interventions for Severe Emotional and Behavioral Disorders" (2002) B. Burns & K. Hoagwood. Oxford University Press.
- > "Technology Briefs for No Child Left Behavior planners" (2002) <http://www.neirtc.org/products/techbriefs/default.asp>
- > "Multiple Choices After School Findings from the Extended Service Schools Initiative" (2002) [http://www.movingideas.org/cgi-bin/rd/epn\\_letter.pl?id=2193](http://www.movingideas.org/cgi-bin/rd/epn_letter.pl?id=2193)
- > "Targeted Outreach Boys & Girls Clubs of America's Approach to Gang Prevention and Intervention" (2002) [http://www.movingideas.org/cgi-bin/rd/epn\\_letter.pl?id=2195](http://www.movingideas.org/cgi-bin/rd/epn_letter.pl?id=2195)

## >>>>POLICY, LAW, FINANCES, & STATISTICS

- > "Promoting the Emotional Well-Being of Children and Families. Policy Paper No. 3." (2002) C. Raver & J. Knitzer. [Http://www.nccp.org](http://www.nccp.org)
- > "Applications of a Policy Framework to Evaluate and Promote Large-Scale

Change" (2002) Exceptional Children, Vol 68(4).

> "America's Forgotten Children Child Poverty in Rural America" (2002)  
[http://www.savethechildren.org/afc/afc\\_exec\\_summary.shtml](http://www.savethechildren.org/afc/afc_exec_summary.shtml)

> "Making a Difference in the Lives of Infants and Toddlers and their Families  
The Impacts of Early Head Start" (2002) <http://www.mathematica-mpr.com/3rdLevel/ehstoc.htm>

> "Rural elementary students', parents', and teachers' perceptions of bullying"  
(2002) American Journal of Health Behavior, 26(4)

> "Add It Up Teen Parents and Welfare...Undercounted, Oversanctioned,  
Underserved" (2002) <http://www.clasp.org>

> "2002 Report on Child Well-Being" (2002)  
<http://childstats.gov/americaschildren/>

> "Continuous Coverage Removing Barriers to Children's Health Care." (2002)  
<http://www.mathematica-mpr.com/pdfs/redirect.asp?strSite=ContCov.pdf>

> "Living on Little The Stories of Families with Very Low Income and Lessons  
for TANF Reauthorization" (2002) <http://www.aphsa.org/journal/issue015.asp#2>

> "Hunger Doesn't Take a Vacation" (2002) [http://www.movingideas.org/cgi-bin/rd/ept\\_letter.pl?id=2189](http://www.movingideas.org/cgi-bin/rd/ept_letter.pl?id=2189)

> "Power of Information Closing the Gap Between Research and Policy" (2002)  
R. Sorian & T. Baugh <http://healthaffairs.org>

NOTE The Quick Finds topics on our website are updated regularly with new reports and publications such as those above (<http://smhp.psych.ucla.edu>)

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Speaking of risks and assets...

"You can complain because roses have thorns,  
or you can rejoice because thorns have roses"

Ziggy

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**\*\*UPCOMING INITIATIVES, CONFERENCES, WORKSHOPS**

>> American School Health Association. Summer Institute. "Healthy Kids - Healthy

Schools - Healthy Communities." August 5 - 7, 2002. Columbus, Ohio.  
(<http://www.ashaweb.org>)

>>American Psychological Assn. 9th Annual Institute for Psychology in the Schools, August 21, Chicago, IL ([http://www.apa.org/practice/opas\\_inst.html](http://www.apa.org/practice/opas_inst.html))

>>Advancing School-Based Mental Health Programs, Center for School Mental Health Assistance. September 18-21, Philadelphia, PA  
(<http://csmha.umaryland.edu>)

>>Coalition for Juvenile Justice, September 18-21, Atlanta GA  
(<http://www.juvjustice.org>)

>>Family Violence and Sexual Assault Institute, September 24-28, San Diego CA  
([fvconf@alliant.edu](mailto:fvconf@alliant.edu))

>>American School Health Association Nat. Conference. "Advocacy for Student Health and School Success." October 2-5, Charlotte, NC  
(<http://www.ashaweb.org>)

>>American Academy of Child and Adolescent Psychiatry Annual Conf. October 2-6, San Francisco, CA (<http://www.aacap.org>)

>>National Dropout Prevention Network Conference, October 9 - 13, San Diego, CA (<http://www.dropoutprevention.org/>)

>>Alliance for Children and Families, October 15-18, Philadelphia, PA  
(<http://www.alliance1.org>)

>>Western Alliance of School Social Work Organizations. "Brains And Games Applying Current Brain Research to Effective School Social Work Practice." October 17-19, Vancouver, WA (<http://westernalliance-schoolsocialwork.org/>)

>>Association for the Advancement of Social Work with Groups, October 17-20, New York  
([mhanson@fordham.edu](mailto:mhanson@fordham.edu))

>>University of Rhode Island's Latino Psychology Conference. "Bridging Our Diversity and Our Communities." October 18-20, Providence, RI  
(<http://www.uri.edu/artsci/psy/latpsy02.htm>)

>>International Association of Pupil Personnel Workers, October 20-23, Alexandria, VA  
(<http://www.iappw.com>)

>>Family Violence and Sexual Assault Institute, October 25, Chattanooga, TN  
(email FGTH1@aol.com)

>>Judge Baker Children's Center & Devereux Fdn. "Risk & Resilience  
Protective Mechanisms and School-based Prevention Programs." October 25-27,  
Cambridge MA  
(<http://www.riskandresilience.org>)

>>Communities in Schools Conference. "Champions for Children Celebrating  
and Inspiring Success." November 7 - 10, Washington, DC  
(<http://www.cisnet.org/>)

>>Public Education Network Conference. "Standards-Based Reform A Civic  
Imperative." November 10 - 12, Washington, DC  
(<http://www.publiceducation.org/>)

FOR MORE CONFERENCE ANNOUNCEMENTS, REFER TO OUR  
WEBSITE AT <http://smhp.psych.ucla.edu> (Go to "Contents" then click on  
Upcoming Conferences.)

If you want your conference listed, send the information to [smhp@ucla.edu](mailto:smhp@ucla.edu)

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Sound bites only, please!

"To put it simply, if research is to be useful to policymakers,  
short is better than long, bullets are better than paragraphs,  
and a picture really is worth a thousand words."

Richard Sorian and Terry Baugh

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^ ^ ^ ^ CALLS FOR GRANT PROPOSALS/PAPERS

>>Call for Papers

\* Diversity in the field of after-school programs. Due September 13

[Http://www.nsaca.org](http://www.nsaca.org)

>>Grants

\*Multisystem Decision making Training and Technical Assistance Project. Office  
of Juvenile Justice and Delinquency Prevention. Due August 19

<http://www.ncjrs.org>

\*Medical Reserve Corps to help communities respond to emergencies and  
strengthen the public health infrastructure. Community based, community led

volunteers of current or retired health professionals (such as physicians, nurses, mental health professionals, social workers)

Due August 23

<http://www.surgeongeneral.gov/topics/mrc/>

\*From the Substance Abuse & Mental Health Services Administration

>Targeted Capacity Expansion Program to address unmet needs for alcohol and drug treatment services (PA 03-001) Due September 10

>Conference Grant Program (PA 98-090) Due September 10

<http://www.samhsa.gov>

\*National Endowment for the Humanities grant for two year collaborative work throughout the entire school. Due October 2.

<http://www.neh.gov/grants/guidelines/milschools.html>

\*Urban Challenge grants (\$100,000) worth of 3Com technology. "Schools can use the grant to tailor a networking solution that meets their community's needs. Due November 1

[http://www.3com.com/solutions/en\\_US/scenario.jsp?solutiontype=1000004&groupid=11060&solutionid=5960](http://www.3com.com/solutions/en_US/scenario.jsp?solutiontype=1000004&groupid=11060&solutionid=5960)

Note IF YOU WANT TO SURF THE INTERNET FOR FUNDS, GO TO

<http://smhp.spcy.ucla.edu> Click on Quick Find, scroll down Center Responses to FINANCING AND FUNDING. Provides links to funding sources.

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"I have found the best way to give advice to your children is to find out what they want and then advise them to do it."

Harry S. Truman

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+ + + + OTHER HELPFUL RESOURCES + + + +

>>>>MENTAL HEALTH/SUBSTANCE ABUSE/HEALTH

##Mental Health Statistics Improvement Program

(<http://www.mhsip.org>)

##Child Trends Databank, continuously updated data on 70 key indicators of child and youth well-being.

(<http://www.childtrends.databank.org>)

##One Year Later Remembering September 11, 2001

(<http://www.nasponline.org>)

##Body & Mind (BAM!) An CDC e-zine for kids ages 9-13  
(<http://www.bam.gov>)

##Behavior determinant logic model about adolescent risk taking.  
(<http://www.etr.org/recapp/BDILogicModel062002.pdf>)

##CDC Best Practices of Youth Violence Prevention  
(<http://www.cdc.gov/ncipc/dvp/bestpractices.htm>)

##Measuring Violence Related Attitudes, Beliefs, and Behaviors Among Youth  
(<http://www.cdc.gov/ncipc/pub-res/measure.htm>)

#### >>>>PARENTS, SCHOOLS & COMMUNITIES

##Parents Guide to Help Children Deal with Divorce  
(<http://hec.osu.edu/famlife/divorce/pguides/intro.htm>)

##Forum for Youth InvestmentsOut of School OpportunitiesCity-Level  
Responses  
(<http://www.forumforyouthinvestment.org/fyi/sum2002cover.htm>)

##Educational rights and opportunities of children and youth who are homeless  
(<http://www.nationalhomeless.org/reauthorization.html>)

##Title I Supplemental Services  
(<http://www.nochildleftbehind.gov/parents/supplementalservices/index.html>)

## Deadly LessonsUnderstanding Lethal School Violence  
(<http://www.radcliffe.edu/conferences/schoolviolence>)

## Context for Learning (collegial relationships, supportive leadership, social goals, support systems, time for collaborating, shared governance, appropriate recognition, adequate resources)  
(<http://www.wested.org/wested/pubs/online/PDawards/07context.shtml>)

##Starting a Volunteer Project in your School  
(<http://www.idealists.org/kat/volunteercenter.html>)

##Transition to Kindergarten (fact sheet)  
(<http://www.ncedl.org>)

FOR EASY ACCESS TO A WIDE RANGE OF RELEVANT WEBSITES SEE  
OUR GATEWAYS TO A WORLD OF RESOURCES  
(<http://smhp.psych.ucla.edu>)

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Academicians speaking out "The 'culture of academic psychology' is, at best, often indifferent to, and, at worst, often antipathetic to the kinds of research that might make the most difference in education."

Robert Sternberg and G. Reid Lyon  
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**\*\*REQUESTS/INFO/COMMENTS/QUESTIONS FROM THE FIELD**

Last month's Emerging Issue Backlash to Misuse of ADHD and LD Labeling, elicited a great deal of responses. Here is a sampling

"...I would suggest that often professionals do not consider two conditions that often lead to overactivity and poor impulse control. One is fatigue or sleep deprivation. The second is the possibility of stress disorders, particularly those that result following a traumatic event. Most of the cases that I have found that lead to misdiagnoses have one of these two problems."

"An additional question that I would like to be addressed is this. Since the various medications for ADHD and ADD are a type of amphetamine, what effect would one expect in those individual who have been misdiagnosed, yet take the medication for the disorder?"

"Our state initiated new eligibility criteria for LD. In training school district staff on its use an overriding theme that came out was, what do we do if the students don't qualify? Over and over we heard of schools where a large percentage (say 20%) of the students in a given grade are referred for possible LD. There also seems to be an increase in referrals due to the heavy emphasis on standardized achievement tests, no social promotion, etc. While I agree that we may be overidentifying LD, I believe this is a problem that begins with regular education. If 20% of 2nd graders are being referred for LD for reading problems, you don't have a problem with the children, you have a problem with reading instruction. ...I've suggested to folks that they need to get on the front end of the problem. Use a child study team model to try strategies/interventions for children who are struggling, so we do something besides refer them immediately for special education assessment... Have a wide variety of ideas, shared freely, of how to improve outcomes for kid. ...we haven't always helped regular educators to feel empowered to teach these children who may be more difficult to reach, disabled or not."

SEND REQUESTS/RESPONSES by phone, fax, email, or on the Center's website "Net Exchange"

^ ^ ^ ^ TRAINING AND JOB OPPORTUNITIES

<Postdoctoral Fellow/Faculty Position>

Center for Pediatric Research, Eastern Virginia Medical School and Children's Hospital of The King's Daughters, Norfolk, VA. Psychologist or doctoral level educator. Contact Glefever@chkd.com.

<Executive Director>

Local Management Board of St. Mary's County, MD. Coordinates and manages the delivery of social services to children and families in the county.  
<http://www.rewardingresults.com/lmb.htm>

<Post-Doctoral Research Director>

Department of Psychology, Wayne State University. Research on homeless and matched housed youth in Detroit. <http://www.science.wayne.edu/~ptoro/>

<Executive Director>

Scottsdale Prevention Institute, Scottsdale AZ; master's or doctorate and experience in substance abuse prevention/intervention and collaboration in working with students and families. <http://bers.asu.edu/spi>

<Therapists>

MSW, MA, MFT, Ph.D., Psy.D to conduct intakes, individual, family, and group therapy at Children Mental Health Center in Northridge, CA  
<http://www.childguidance.org>

<Postdoctoral Researcher>

NIH/NICHD project focused on parenting practices among immigrant families. Ph.D. in any field of social science. University of California, Riverside.  
<http://www.psych.ucr.edu/faculty/chao/Chao.htm>

<Director>

Office for Policy and Communications, Society for Research in Child Development. Washington DC. Ph.D. in fields related to human development.  
<http://www.srcd.org>

<Predoctoral Internship>

Marcus Behavior Center and Johns Hopkins University School of Medicine, internship site is in Atlanta GA. Includes experience in school based programs and consultation, early interventions. Must have completed two years of a Ph.D. program in psychology. <http://www.marcus.org>

<Assistant Specialist>

University of Hawaii, Center on the Family. Conduct research on child/family and disseminate information. Need Ph.D. in Family Studies, Sociology, Human

Development, Developmental Psychology, Economics, or related field.  
<http://www.ctahr.hawaii.edu/ctahr2001/JobVacancies/index.html>

<Predoctoral/Postdoctoral>

Department of Education, Kauai District, HI; practice in a school/community setting. Contact Mokihana Project. Dept. of Ed. Kauai Dist. 3060 Eiwa St. Rm 305, Lihue, HI 96766.

<Assistant Program Director>

Juvenile Justice Program, LSU Health Sciences Center Section of Forensic Medicine, New Orleans, LA. Desire, pediatrician, psychiatrist, psychologist or social workers with public health admin. Experience. Contact Lydia Foy, 1542 Tulane, Ave. Room 242, New Orleans, LA 70112

<Residential Fellowships>

40 fully funded residential fellowships to support postdoctoral scholars and scientists of exceptional promise and demonstrated accomplishment. Applications due October 1. <http://www.radcliffe.edu>

FOR MORE INFORMATION ON EMPLOYMENT OPPORTUNITIES, see <http://smhp.psych.ucla.edu>. Go to Contents, scroll down to Jobs. Following the listing of current openings, you will see links to HRSA, SAMHSA and other relevant job sites.

**\*\*NEWS FROM THE TWO NATIONAL CENTERS  
FOCUSING ON MENTAL HEALTH IN SCHOOLS**

The two Centers are pleased to let you know about a newly established way of honoring the work of those implementing outstanding School-Based Mental Health programs.

The first award will honor an outstanding school-based mental health program that provided for children and youth following the September 11th terrorist action.

Establishment of this award is an important step forward for the field.

Even if you have no one to nominate, please take the time to forward this announcement to someone who may want to nominate a specific program.

**SAMHSA Establishes an Annual Recognition Award for an  
Exemplary School-Based Mental Health Program**

**Award to be Given at the 7th Annual Conference on  
Advancing School-Based Mental Health Programs**

in Philadelphia on September 21, 2002.

This annual award acknowledges the work of an outstanding-school based program that advances mental health programs in schools and promotes mental health. The 2002 award will focus on a school-based mental health program that provided proactive prevention and intervention programs for children and youth following the September 11th terrorist action.

The awardee will receive a free conference registration and stipend (\$250) at the 7th annual National Conference in Philadelphia.

Nominations for this award should be external (i.e., no self-nominations) and should include a one page (single-spaced) description of the nominee's contributions. Please include a cover letter with contact information for the person or persons nominating the award candidate.

Nominations should be send to Anne Mathews-Younes at the Substance Abuse and Mental Health Services Administration's Center for Mental Health Services, Room 17C-26, 5600 Fishers Lane, Rockville, MD 20857 by August 15, 2002.

All nominations will be reviewed by a committee composed of representatives of the Center for School Mental Health Assistance at the University of Maryland at Baltimore, the Center for Mental Health in Schools at UCLA, and Federal representatives of SAMHSA and the Department of Education.

The Administrator of SAMHSA, Mr. Charles Curie will make the award presentation at the September conference.

^^^ Updates from our Center at UCLA

## SUMMIT FOR ADMINISTRATORS OF STUDENT SUPPORT PROGRAMS

Responses from school, district, county, and state support service directors indicate strong interest in this upcoming meeting that would focus on new directions, information exchange, and strategic problem solving. We are contacting those who express interest in participating to decide on the best time and location for the summit. If you are interested and/or know of someone who we should contact, let us know (if you haven't already done so).

\*NEW

Quick Training Aids designed for staff development now online and hard

copy available

> SCHOOL STAFF BURNOUT

>BEHAVIOR PROBLEMS AT SCHOOL

Online Center article in Data Matters, title "Aligning School Accountability, Outcomes, and Evidence-Based Practices"  
(<http://www.georgetown.edu/research/gucdc/datamatters5.pdf>)

To highlight the major focus of our materials, we are reorganizing our Catalogue of Special Resources. In about a week, you can view the new catalogue on our website at <http://smhp.psych.ucla.edu>. Click on Center Materials. This will make it easier to find all the resources available in a subject area. We have strengthened the focus on Policy Issues & Research Base as well as on Systemic Changes & Enhancing and Sustaining Systems/Programs/Services. The Catalogue also has a list of the more than 100 Quick Find topics that organize online Center Materials, Clearinghouse Materials, online reports, and special centers for do it yourself technical assistance. Let us know what you think.

Like all technical assistance and training centers, we continue to evaluate our impact and how to expand the user base. Let us know what you need to make your work with mental health in schools more successful. New resources can be developed and best practices identified.

Contact us at  
SCHOOL MENTAL HEALTH PROJECT/  
CENTER FOR MENTAL HEALTH IN SCHOOLS  
UCLA Department of Psychology  
Los Angeles, CA 90095-1563  
Phone (310) 825-3634 Fax (310) 206-8716  
Email [smhp@ucla.edu](mailto:smhp@ucla.edu)  
Website <http://smhp.psych.ucla.edu>

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To post messages to ENEWS, Email them to [smhp@ucla.edu](mailto:smhp@ucla.edu)

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\*\*UPDATE from our Sister Center, Center for School Mental Health Assistance at the University of Maryland at Baltimore, Mark Weist, Director  
(<http://csmha.umaryland.edu>)

^^National Conference

"Advancing School Mental Health Programs" September 18-21 in Philadelphia.



systems for healthy development and problem prevention through treatment for severe problems. We stress the importance of school improvement and systemic change. There is an emphasis on enhancing collaborative activity that braids together school and community resources. The Centers connect with major initiatives of foundations, associations, governmental, and school and mental health departments. We work to enhance network building from program expansion and systemic change and do catalytic training to stimulate interest in such activity. We demonstrate the catalytic use of technical assistance, internet, publications, resource materials, and regional and national meetings to stimulate interest in program and systemic change. Evaluations indicate the Centers have had considerable impact in strengthening the network of professionals advancing the field of mental health in schools and in changing policies and practices.

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