

ENEWS: A Monthly Forum for Sharing and Interchange

August, 2005 (vol. 9 #11)

Source: UCLA School Mental Health Project/
Center for Mental Health in Schools

ENEWS is one of the many resources our Center offers to those concerned with enhancing policies, programs, and practices related to addressing barriers to student learning and to promoting mental health in schools. For more on what our federally supported Center can provide, see <http://smhp.psych.ucla.edu>

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Feel Free to Forward this to Anyone

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WHAT'S HERE THIS MONTH

****Emerging Issue**

>Screening Mental Health Problems in Schools

****News from Around the Country**

****This Month's Focus for Schools to Address Barriers to Learning**

>Enhancing the Resilience of Adults at School and Creating a Sense of Community

****Recent Publications relevant to**

>Children's Mental and Physical Health

>Family, School & Community

>Policy, Systems, Law, Ethics, Finances & Statistics

****Upcoming Initiatives, Conferences & Workshops**

****Calls for Grant Proposals, Presentations & Papers**

****Updates for the two National Centers focusing on Mental Health in Schools**

****Other Helpful Resources**

****Training & Job Opportunities (including fellowships and scholarships)**

****Comments/Requests/Information/Questions from the field**

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To post messages to ENEWS, E-mail them to ltaylor@ucla.edu

To subscribe/unsubscribe to ENEWS, go to:

<http://lists.ucla.edu/cgi-bin/mailman/listinfo/mentalhealth-1>

and follow the directions to sign up. Alternatively, you can send an email request to smhp@ucla.edu asking to be added to the ENEWS listserv.

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****EMERGING ISSUE**

>Screening Mental Health Problems in Schools

This is, of course, a long-standing, ongoing issue. What is emerging are new federal initiatives to increase the scope of mental health screening. The emphasis is on identification of those with

mental health problems and those at risk for such problems. A major focus is on depression and suicidality. The intent is to find and treat as many problems as possible before they become severe and to reduce the numbers diagnosed with a mental illness. Because of concern for the well being of children and adolescence, schools are one venue prominently mentioned for large-scale screening programs.

Few argue against the *intent* of efforts to find, treat, and prevent. Issues arise related to the appropriateness of large-scale screening for mental health problems, whether the costs of such large-scale screening outweighs the benefits, and about whether schools are an appropriate venue for such programs. Embedded in these issues are arguments about rights to privacy and informed consent, how good first-level mental health screens are, how likely good follow-up assessments will be used to identify errors, how available treatment will be for most who are identified, how negative the consequences will be with respect to stigmatization and self-fulfilling prophecies, and the role of schools related to public health concerns.

WHAT ARE YOUR VIEWS ABOUT THIS? Send your responses to ltaylor@ucla.edu

NOTE: This month we introduce a new issues-oriented feature on our website. It is intended to enhance understanding of ongoing policy and program issues relevant to MH in schools and addressing barriers to learning and teaching. Each month the Center will develop a new Policy Issues Analysis Brief delineating the arguments and related science-base for a major topic of concern. The first of these looks at the above issue. To download the brief, click on the “Hot Topics and Issues” icon on the Center homepage.

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“It is in fact nothing short of a miracle that the modern methods of instruction have not yet entirely strangled the holy curiosity of inquiry.”

Albert Einstein

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****NEWS FROM AROUND THE COUNTRY**

***AMERICA’S CHILDREN: KEY NATIONAL INDICATORS OF WELL-BEING**

This year, the annual report of the Federal Interagency Forum on Child and Family Statistics includes statistical indicators of trends in education, health status, behavior and social environment, and economic security, and also has special features on lead in the blood of children, asthma, parental reports of emotional and behavioral difficulties, and family structure and children’s well-being. With respect to emotional and behavioral difficulties, 5 percent of children ages 4–17 were reported by a parent, in 2003, to have definite or severe difficulties with emotions, concentration, behavior, or being able to get along with other people. Sixty-five percent of the parents of these children reported contacting a mental health professional or general doctor and/or that the child received special education for these difficulties. (See <http://childstats.gov/americaschildren>)

***GOVERNORS ENDORSE A STANDARD FORMULA FOR GRADUATION RATES**

Governors from 45 states agreed to adopt a common formula to calculate high school graduation rates, an initiative intended to help policy makers more accurately measure student success and identify academic programs that need improving. California, Texas, Florida, Maryland, and Wyoming have not agreed to adopt the new formula. Many governors said what needs to come next is a universal definition for dropout rates. (7/18/05 N.Y. Times)

***TRANSFORMING MENTAL HEALTH CARE IN AMERICA.**

Six cabinet level departments – Education, Health and Human Services, Housing and Urban Development, Justice, Labor, Veterans Affairs and the Social Security Administration have detailed 70 specific steps in a mental health action agenda designed to align resources to enhance

recovery opportunities for those with mental illness. (7/22/05 Substance Abuse and Mental Health Services Administration news release – <http://mentalhealth.samhsa.gov/newsroom>)

***FEDERAL SPENDING INCREASES, BUT WILL MORE SCHOOLS GET LESS MONEY FOR LOW-INCOME STUDENTS?**

For the 2005-2006 school year, spending under the Department of Education's Title I program, which helps low-achieving children in high-poverty areas, is increasing by 3.2 percent to \$12.6 billion. But some analysts indicate that more than two-thirds of the districts will not receive as much financing as before because of population shifts, growing numbers of poor children, newer census data and complex formulas that determine how the money is divided. (7/4/05 N.Y. Times)

***GROWING UNREST OVER NO CHILD LEFT BEHIND ACT**

Schools are preparing for their fourth year under the federal No Child Left Behind Act (NCLB) this fall even as a state-led grassroots rebellion rages against the education law. The revolt is expected to intensify in the 2005-2006 school year as stricter testing requirements and penalties take effect. Several states have launched legislative and legal attacks against NCLB, or are openly defying provisions of the law, which calls for annual student testing in grades 3 to 8 and penalizes schools that fail to improve test scores in all racial and demographic groups. . . .

(From an online article By K. Peterson, Stateline.org Staff Writer ,7/7,05

www.stateline.org/live/ViewPage.action?siteNodeId=136&languageId=1&contentId=41610)

Each week the Center highlights a newsworthy story online at <http://smhp.psych.ucla.edu/whatsnew/newsitems.htm>

Also, access other news stories relevant to mental health in schools through links at <http://smhp.psych.ucla.edu/whatsnew/linkstolatest.htm>

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“When everything is coming your way you’re in the wrong lane.”

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***Monthly Focus for Schools to Address Barriers to Learning**

>August Theme: Now is the Time to Develop Ways to Avoid Burnout: Enhancing the Resilience of Adults at Schools and Creating a Sense of Community

The beginning of a new school year is a time of optimism and renewed commitment and energy. Students have a “fresh start,” most teachers have enhanced energy and positive expectations; new teachers are beginning the first year of their careers; school support staff and administrators are committed to school improvement and programs to enhance student success...

So far so good.

But, what has been planned to ensure the optimism and good intentions are not undermined? Rather than simply addressing burnout as inevitable as the year progresses, what are some ideas for what a school might do from the beginning of the year to support staff so that they will be better able to do their best for students.

For specific ideas, go to “Ideas for Enhancing Support at Your School” at <http://smhp.psych.ucla.edu/pdfdocs/rhythms.pdf> and scroll to August. There you will see ideas related to

>Extra Support for New Staff

>Special Roles for Experienced Staff

>Working with Unions to Enhance Resilience

>Focusing this Year’s Staff Development on Engaging and Re-engaging Students in

Classroom Learning

For additional ideas, see the online clearinghouse Quick Find topic pages on

>Burnout <http://smhp.psych.ucla.edu/qf/burnout.htm>

>Environments that Support Learning <http://smhp.psych.ucla.edu/qf/environments.htm>

>Collaboration <http://smhp.psych.ucla.edu/qf/interagcollab.htm>

>Motivation <http://smhp.psych.ucla.edu/qf/motiv.htm>

>Resilience/Assets <http://smhp.psych.ucla.edu/qf/resilience.html>

>Welcoming and Transition Programs http://smhp.psych.ucla.edu/qf/p2101_01.htm

If you have specific concerns about how schools address barriers to learning and mental health, let us hear from you. Email ltaylor@ucla.edu

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On the plane they remind us:

“When the oxygen mask falls, adults should put their’s on before assisting children.”

Those who work with children need to take care of themselves,
so they are better able to take care of young people.

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****RECENT PUBLICATIONS (IN PRINT AND ON THE WEB)**

See the summer edition of the Center’s Quarterly Newsletter online at

<http://smhp.psych.ucla.edu/pdfdocs/Newsletter/summer05.pdf>

Feature article is: “Complex Problems, Limited Solutions.” Research into Practice discusses “Supporting Successful Transition to Ninth Grade” and there is a discussion of “Schools & MH Research”

***Children’s Mental and Physical Health**

>Screening for Suicide Risk: Recommendation and Rationale (2004)

U.S. Preventive Services Task Force for Agency for Healthcare Research and Quality.

<http://www.ahrq.gov/clinic/3rduspstf/suicide/suiciderr.htm>

>Rethinking evidence-based practice for children's mental health (2005)

by C Waddell and R Godderis, Evidence Based Mental Health, 8, 60-62

<http://ebmh.bmjournals.com/cgi/content/full/8/3/60?etoc>

>Predictors of first mental health service utilization among homeless and runaway adolescents (2005) R. Berdahl, et al, Journal of Adolescent Health, 37(2) 145-154.

[Http://www.sciencedirect.com/](http://www.sciencedirect.com/)

>Motivational interviewing for adolescent substance use: A pilot study (2005) J. Knight, et al, Journal of Adolescent Health 37(2) 167-169. [Http://www.sciencedirect.com](http://www.sciencedirect.com)

>Factors relating to self-identification among bullying victims (2005) M Theriot, et al, Children and Youth Services Review, 27(9) 979-994. [Http://www.sciencedirect.com/](http://www.sciencedirect.com/)

>Relationship of vigorous physical activity to psychologic distress among adolescents (2005) K. Allison, et al, Journal of Adolescent Health 37(2) 164-166. [Http://www.sciencedirect.com/](http://www.sciencedirect.com/)

>In what ways are adolescents who engage in self-harm or experience thoughts of self-harm

different in terms of help-seeking, communication and coping strategies? (2005) E. Evans, et al, Journal of Adolescence, 28(4) 573-587. <http://www.sciencedirect.com/>

>Predictors of treatment acceptance and completion in anorexia nervosa (2005) K. Halmi, et al, Archives of General Psychiatry, 62(7) 776-781. <http://archpsyc.ama-assn.org>

>Acute stress disorder and posttraumatic stress disorder in children and adolescents involved in assaults or motor vehicle accidents (2005) R. Meiser-Stedman, et al, The American Journal of Psychiatry 162: 1381-1383.

<http://ajp.psychiatryonline.org/cgi/content/abstract/162/7/1381?etoc>

>Self-injurers as loners: The social organization of solitary deviance (2005) P. Adler & P. Adler, Deviant Behavior, 26(4) 345-378. <http://journalonline.tandf.co.uk/>

>Predictors of fighting attributed to alcohol use among adolescent drinkers (2005) M. Swahn & J. Donovan, Addictive Behaviors 30(7) 1317-1334. <http://www.sciencedirect.com/>

***Family, School & Community**

>School Improvement Planning: What's Missing?" (2005)

Center for Mental Health in Schools at UCLA

<http://smhp.psych.ucla.edu/pdfdocs/schoolimprovement/whatsmissing.pdf>

>Addressing What's Missing in School Improvement Planning: Expanding Standards and Accountability to Encompass an Enabling or Learning Supports Component
Center for Mental Health in Schools at UCLA

<http://smhp.psych.ucla.edu/pdfdocs/enabling/standards.pdf>

>Another Initiative? Where Does It Fit? A Unifying Framework and an Integrated Infrastructure for Schools to Address Barriers to Learning and Promote Healthy Development."

Center for Mental Health in Schools at UCLA

<http://smhp.psych.ucla.edu/pdfdocs/infrastructure/anotherinitiative-exec.pdf>

>The School Leader's Guide to Student Learning Supports: New Directions for Addressing Barriers to Learning (2006).

by H. Adelman & L. Taylor. Corwin Press.

<http://smhp.psych.ucla.edu/corwin/bookannouncement.htm>

>The Implementation Guide to Student Learning Supports: New Directions for Addressing Barriers to Learning (2006)

by H. Adelman & L. Taylor. Corwin Press.

<http://smhp.psych.ucla.edu/corwin/bookannouncement.htm>

>Surrounding Children with Opportunity (2005). The Wallace Foundation.

<http://www.wallacefoundation.org>

>Family-based services in children's mental health: A research review and synthesis. (2005) K. Hoagwood, Journal of Child Psychology and Psychiatry, 46(7) 670-713. See summary at

http://datatrends.fmhi.usf.edu/summary_115.pdf

>Comparison of the educational deficiencies of delinquent and nondelinquent students (2005) X. Wang, et al, Evaluation Review, 29 (4) 291-312.

<http://erx.sagepub.com/cgi/content/abstract/29/4/291?etoc>

>The impact of participation in service-learning on high school students' civic engagement (2005) <http://www.civicyouth.org/PopUps/WorkingPapers/WP33Billig.pdf>

>Resilient children in distressed neighborhoods (2005) M. Eiseman, et al, Urban Institute.

<http://www.urban.org/url.cfm?ID=311186>

>The remote, the mouse, and the No. 2 Pencil: The household media environment and academic achievement among third grade students (2005) D. Borzekowski and T. Robinson, Archives of Pediatrics & Adolescent Medicine, 159 (7) 607-613. <http://archpedi.ama-assn.org/cgi/content/abstract/159/7/607?etoc>

>Can control theory explain the link between parental physical abuse and delinquency? A longitudinal analysis (2005) C. Rebellon & K. Van Gundy, Journal of Research in Crime and Delinquency, 42 (3) 247-274. <http://jrc.sagepub.com/cgi/content/abstract/42/3/247?etoc>

>Assessing parental satisfaction with children's mental health services with the Youth Services Survey for Families. (2005) S. Riley, et al, Journal of Child and Family Studies, 14(1) 87-99. Summarized at <http://datatrends.fmhi.usf.edu>

>Kinship care connection: A school-based intervention for kinship caregivers and the children in their care (2005) A. Strozier, et al, Children and Youth Services Review, 27 (9) 1011-1029. <http://www.sciencedirect.com/>

>Service integration and teen friendliness in practice: A program assessment of sexual and reproductive health services for adolescents (2005) C. Brindis, et al, Journal of Adolescent Health 37(2) 155-162. <http://www.sciencedirect.com>

***Policy, Systems, Law, Ethics, Finances & Statistics**

>U. S. Department of Justice Funding Opportunities for Afterschool (2005) D. Dobbins, Finance Project. <http://www.financeproject.org/irc/ost/funding.asp>

>SAMHSA Funding Opportunities for Afterschool (2005), D. Dobbins, Finance Project. <http://www.financeproject.org/irc/ost/funding.asp>

>No Time for Turf (2005) Council of Chief State School Officers, <http://www.ccsso.org/publications>

>Learning is everyone's business: Learning Supports in Iowa (2005) L. Miller and C. Behrer, Harvard Family Research, Evaluation Exchange, XI (1). <http://www.gse.harvard.edu/hfrp/eval/issue29/>

>Racial and Ethnic differences in utilization of mental health services among high-risk youths (2005) A. Garland, et al, American Journal of Psychiatry, 162, 1336-1343. <http://ajp.psychiatryonline.org/cgi/content/abstract/162/7/1336?etoc>

>The usual suspects: alcohol, tobacco and other drug use in 15-16 year old school pupils – prevalence, feelings and perceived health risks (2005) Al Roy, et al, Drugs: Education, Prevention & Policy, 12 (4) 305-315. <http://journalonline.tandf.co.uk/>

>Adolescent firearm violence: Position paper of the Society for Adolescent Medicine (2005) N. Duke, et al, Journal of Adolescent Health, 37(2) 171-174. <http://www.sciencedirect.com/>

>Three reasons not to believe in an autism epidemic. (2005) M. Gernsbacher, et al, Current Directions in Psychological Science, 14 (2) 55-58.

>National trends in hospitalization of youth with intentional self-inflicted injuries (2005) M. Olfson, et al, American Journal of Psychiatry, 162, 1328-1335. <http://ajp.psychiatryonline.org/cgi/content/abstract/162/7/1328?etoc>

>Longitudinal course of posttraumatic stress disorder and posttraumatic stress disorder symptoms in a community sample of adolescents and young adults (2005) A. Perkonig, et al, American Journal of Psychiatry, 162, 1320-1327. <http://ajp.psychiatryonline.org/cgi/content/abstract/162/7/1320?etoc>

Note: The Quick Find Online Clearinghouse on our website at <http://smhp.psych.ucla.edu> is updated regularly with new reports and publications such as those listed above. Currently there are over 100 alphabetized topic pages with direct links to Center materials and to other online resources and related centers. Let us know about publications and reports that should be included in this dedicated online clearinghouse. Ltaylor@ucla.edu

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“The only person who is educated is the one who has learned how to learn...and change.”

Carl Rogers

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

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>>>Our Center is holding Leadership Institutes

>>in Minneapolis/St. Paul, MN on August 16 related to the National Initiative:
New Directions for Student Support

>>in Dallas, TX

>on September 19 related to the National Initiative:
New Directions for Student Support

>on September 20 related to policy leadership for MH in schools

<http://smhp.psych.ucla.edu/summit2002/upcomingevents.htm#leadership>

>>>And, don't forget that the Center for School Mental Health Analysis and Action (formerly the Center for School Mental Health Assistance) will hold its 10th Annual Conference on Advancing School-Based Mental Health October 27-29 in Cleveland, OH.

[Http://csmha.umaryland.edu](http://csmha.umaryland.edu)

Theme: Effective School Mental Health Practice: Building a Shared Agenda

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>National Children's Law Conference, 8/25-28, Los Angeles, CA,

<http://www.naccchildlaw.org/training/conference.html>

>American Academy of Child and Adolescent Psychiatry, Toronto, Canada, 10/18-23.

<http://www.aacap.org/meeting/annual/2005/registration/index.htm>

≥Cultural Competence and Mental Health Summit, Fresno, CA, 11/2-3

<http://www.cimh.org/training/login.cfm?conferenceid=54>

≥Western Conference on Addictions: Improving Treatment with Scientific Knowledge, Los Angeles, CA, 11/11-13, <http://www.uclaisap.org>

>Federation of Families for Children's Mental Health, Washington, DC, 11/18-20

<http://www.ffcmh.org/conference.htm>

≥National Community Education Conference, St. Louis, MO, 12/7-10

<http://guest.cvent.com/i.aspx?1Q,P1,DC84C5C0-C6D5-4B34-85F8-1AA4300208C1>

≥Building on Success: Providing Today's Youth with Opportunities for a Better Tomorrow Washington, DC, January 9-13. [Http://www.juvenilecouncil.gov/2006NationalConference.pdf](http://www.juvenilecouncil.gov/2006NationalConference.pdf)

>National Student Assistance Conference, New Orleans, LA, 3/23-25,

<http://www.prponline.net/NSAC05/main.asp>

*For more conference announcements, refer to our website conference section at

<http://smhp.psych.ucla.edu/upconf.htm>

If you want to list your conference, please email ltaylor@ucla.edu

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“The most damaging phrase in the language is: ‘It’s always been done that way.’”

Rear Admiral Grace Hopper

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****CALLS FOR GRANT PROPOSALS, PRESENTATIONS & PAPERS**

***Grants**

See the electronic storefront for Federal Grants at <http://www.grants.gov>

You can use this site to double check due dates and to access applications

If you need help in “Surfin’ the Internet for Funds,” go to the Quick Find Online Clearinghouse topic “Financing and Funding” at http://smhp.psych.ucla.edu/qf/p1404_02.htm

Current examples:

>U. S. Department of Education (<http://www.ed.gov>)

>>Technical Assistance & Dissemination to Improve Services & Results for Children with Disabilities – Model Demonstration Centers on Progress Monitoring (84, 326M) Due 8/8/05

>>School Dropout Prevention Program (84,360A) Due 8/17/05

>U.S. Department of Health and Human Services

>> Health Resources and Services Administration (<http://grants.hrsa.gov>)

.>>Rural Health Outreach and Rural Network Development Program (93,912)
Due 9/23/05

>>National Institutes of Mental Health (<http://www.nimh.nih.gov>)

>>Effectiveness, Practice, and Implementation in CMHS’ Children’s Service Sites, (93.242) Due October 1, February 1, and June 1 (through 9/06)

<http://grants2.nih.gov/grants/guide/pa-files/PA-04-019.html>

>>Outreach Partners Solicitation Process, Due 9/6/05.

<Http://www.nimh.nih.gov/outreach/partners/solicitation.cfm>

***Calls for Papers or Presentations**

>Journal of Youth Development – Bridging Research and Practice. New On-line Journal of the National Association of Extension 4-H Agents. See guidelines at

<http://www.nae4ha.org/profdev/joyd/index.html>. Submissions due 8/19/05 for first issue.

>Call for presentations: Head Start’s National Research Conference “Serving Children through Partnership and Collaboration” Conference to be held 6/26-28 in Washington, DC. Proposals accepted through 8/15/05. <Http://www.headstartresearchconf.net>

>Special issues of the Archives of Pediatrics & Adolescent Medicine “The Effects of Media on Children and Adolescents” Proposals due 9/1/05. <Http://www.archpediatrics.com>

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“In a fit of depression, Milly jeopardizes her entire academic career by choosing a black highlighter.”

Jim Funk

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

^ ^ ^ Updates from our Center at UCLA

>>We have sent the following new documents to a wide range of school leaders who are in a position to enhance learning support at state levels, districts, and schools. Please feel free to share this information with key school leaders you work with, or send us information and we will send the documents to them directly:

>>Addressing What's Missing in School Improvement Planning: Expanding Standards and Accountability to Encompass an Enabling or Learning Supports Component”

Download at: <http://smhp.psych.ucla.edu/pdfdocs/enabling/standards.pdf>

School improvement plans increasingly are shaping strategic changes at schools and districts. In June, 2005, the Center for Mental Health in Schools at UCLA issued a policy report entitled: “School Improvement Planning: What's Missing?”
<http://smhp.psych.ucla.edu/pdfdocs/schoolimprovement/whatsmissing.pdf>

That report stressed that school improvement planning guides tend to ignore or marginalize the ways in which schools address critical factors interfering with learning and teaching. The report called for schools to reframe school improvement policy to redress this deficiency.

In this follow-up report, the Center proposes ways to

- (a) reorganize school improvement guidance
- and
- (b) expand standards and accountability to encompass a more effective approach to addressing barriers to learning and teaching.

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>>“Another Initiative? Where Does It Fit? A Unifying Framework and an Integrated Infrastructure for Schools to Address Barriers to Learning and Promote Healthy Development.” online at — <http://smhp.psych.ucla.edu/pdfdocs/infrastructure/anotherinitiative-exec.pdf>

Here’s a brief excerpt:

"Schools are constantly confronted with another project, another program, another initiative to address students' learning, behavior, and emotional problems, make school safe, and/or promote healthy development. This raises concerns about: How does it all fit together?

Because so many programs have evolved in a piece meal manner, across the country it is not unusual for staff in a district and at a school to be involved in "parallel play." This contributes to widespread counterproductive competition and wasteful redundancy. Effectiveness is compromised. So are efforts to take projects, pilots, and demonstration programs to scale. This raises concerns about: What systemic changes are needed?

One response to all this has been the call to enhance coordination among the many overlapping programs, services, and initiatives. Clearly, a more unified and cohesive approach is needed. However, the emphasis on enhancing coordination is insufficient for addressing the core problem which is marginalization in school policy, planning, and practices of the whole enterprise devoted to addressing barriers to learning....

The unifying concept of an Enabling or Learning Supports Component is presented as an umbrella under which the many fragmented initiatives, projects, programs, and services can be pulled together. That is, such a Component can house all efforts to prevent and minimize the impact of the many problems interfering with learning and teaching and can do so in ways that maximize engagement in productive learning and positive development. For the school and community as a whole, the intent is to produce a safe, healthy, nurturing environment characterized by respect for differences, trust, caring, and support....

By viewing programs, services, projects, and initiatives along a continuum of student

needs, schools and communities are more likely to provide the right interventions for the right students at the right time.

>>Policy Issues Analysis Brief – “Screening Mental Health Problems in Schools”

As already noted, this month we introduce a new issues-oriented feature on our website. It is intended to enhance understanding of ongoing policy and program issues relevant to MH in schools and addressing barriers to learning and teaching. Each month the Center will develop a new Policy Issues Analysis Brief delineating the arguments and related science-base for a major topic of concern. To download the brief, click on the “Hot Topics and Issues” icon on the Center homepage.

>>Online Clearinghouse Quick Finds –

We have put online the initial draft of a new Quick Find on the “Cost-Benefit Analyses Related to Mental Health in Schools and Addressing Barriers to Learning and Teaching” and are continuing to add many items to the one on “Legislation Related to Student Support & Mental Health in Schools.” Let us know about items we should be adding to these.

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Note: Remember we want to be helpful and we want to learn. Let us hear from you.

For more information on the Center’s activities, contact

Howard Adelman and Linda Taylor, Co-Directors
School Mental Health Project/
Center for Mental Health in Schools
UCLA Department of Psychology
Los Angeles, CA 90095-1563
Phone (310) 825-3634; Toll Free (866) 846-4842; Fax (310) 206-8716
Email: smhp@ucla.edu
For more information go to the Center website at <http://smhp.psych.ucla.edu>

^ ^ ^ From our sister center “Center for School Mental Health Analysis and Action”

NOTE: With the new funding cycle and the federal program’s increasing focus on program and policy analyses, the University of Maryland, Baltimore Center has changed its name (see above).

Have you signed up? The 10th Annual Conference on Advancing School-Based Mental Health will take place October 27-29 in Cleveland, OH.

For more information on the conference and other activities of the Baltimore center see <http://csmha.umaryland.edu>. Or contact Mark Weist, Director, CSMHA², University of Maryland at Baltimore, Department of Psychiatry, 737 W. Lombard St., 4th Floor, Baltimore, MD 21201. Toll free phone: 888-706-0980. Email csmh@umpsy.umaryland.edu

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“Life...is like a parachute jump: you have to get it right the first time.”

Margaret Mead

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****OTHER HELPFUL RESOURCES**

>SAMHSA’s National Registry of Evidence-based Programs and Practices

<http://modelprograms.samhsa.gov/template.cfm?page=nreppover>

>Community Tool Box – offers a *Customized Community Tool Box WorkStation™* providing online capabilities to enter data, analyze the contribution, and provide graphs and descriptive reports to interested audiences. Designed to help group track their accomplishments, review trends, and see the distribution of efforts. Real-time information for ongoing adjustments and enhancing accountability.

<http://ctb.ku.edu/WST/>

>Highlights of the 2002-2003 National Youth Gang Surveys, 2 page fact sheet

<http://www.ojjdp.ncjrs.org/publications/PubAbstract.asp?pubi=12184>

>Review of school-linked children's health programs, Center for Health Improvement

http://www.chfwny.org/Tools/Library/Upload/Project1/CHI_School_Linked_ProgramReview.pdf

>Expanded Resources to Build Public Health Infrastructure

<http://www.phf.org/infrastructure>

>How to Build a Successful Mentoring Program Using the Elements of Effective Practice

http://www.mentoring.org/program_staff/eeptoolkit/index.php

>After-school care in disadvantaged rural and urban areas: Making choices, having a good time and learning? [Http://www.ucd.ie/psydept/research/child/afterschool.html](http://www.ucd.ie/psydept/research/child/afterschool.html)

>Profiles of Successful Afterschool Financing Strategies: 2005

<http://www.financeproject.org/irc/ost/profiles.asp>

Note: for a wide range of relevant websites, see our Gateway to a World of Resources at

<http://smhp.psych.ucla.edu>

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****TRAINING AND JOB OPPORTUNITIES**

<Adolescent Health Policy Assessment Specialist>

Oregon Department of Human Services, Portland, OR. Deadline 8/15.

[Http://www.oregon.gov/DHS/index.shtml](http://www.oregon.gov/DHS/index.shtml)

<Faculty Clinical/Community Psychology>

University of Illinois at Urbana-Champaign, Psychology Department, Champaign, IL.

[Http://www.psych.uiuc.edu](http://www.psych.uiuc.edu)

<Faculty School Psychology.>

University of British Columbia, Vancouver, BC, Canada. Contact Laurie Ford at

laurie.ford@ubc.ca

<Executive Director>

Konopka Institute for Best Practices, University of Minnesota, Minneapolis, MN.

[Http://www1.umn.edu/ohr/employment/openings/sjob131008.html](http://www1.umn.edu/ohr/employment/openings/sjob131008.html)

<Research>

University of California at Berkeley, Center for Family and Community Health, Berkeley, CA. Position of Assistant Researcher. Deadline 8/8/05. Contact Joel Moskowitz.

[Http://sph.berkeley.edu](http://sph.berkeley.edu)

<Facilitator for Collaborative Engagement>

Health Foundation of Greater Cincinnati, OH. Position in the Cincinnati School Health Collaborative to facilitate collaborative engagement in 17 neighborhoods. Contact Mona

Mansour or Kate Keller (kkeller@healthfoundation.org)

<Deputy Director>

Positions of Deputy Director, Program Association, and Association at the Children and Family Futures, Irvine, CA. [Http://www.cffutures.org](http://www.cffutures.org)

<Administrative Assistant>

Annenberg Institute for School Reform, New York Office.
[Http://www.annenberginstitute.org/about/positions.html](http://www.annenberginstitute.org/about/positions.html)

<Executive Director>

Youth in Focus, San Francisco, CA. [Http://www.youthinfocus.net](http://www.youthinfocus.net)

<Executive Director>

Youth Guidance, Chicago, IL. Contact Rhyan Zweifler at rzweifler@kittleman.net

<Faculty Child and Family Development>

University of Hawai'i at Manoa Center on the Family, Honolulu, HI.
[Http://uhfamily.hawaii.edu/index.asp](http://uhfamily.hawaii.edu/index.asp)

For more information on employment opportunities, see <http://smhp.psych.ucla.edu/job.htm>

Following the list of current openings, you will see links to HRSA, SAMHSA, and other relevant job sites.

****COMMENTS/REQUESTS/INFO/QUESTIONS FROM THE FIELD**

>>We received a request to disseminate this information:

The American Medical Association Medical Student Section passed a resolution addressing the need for mental illness education: "An Initiative to Encourage Mental Health Education in Public Schools." It was added as an amendment to a resolution titled "Reducing Stigma and Increasing Detection of Mental Illness." The amended resolution reads "Resolved, that our AMA work with mental health organizations to encourage patients to discuss mental health concerns with their physicians; and be it further Resolved, that our AMA work with the Department of Education and state education boards and encourage them to adopt basic mental health education designed specifically for elementary through high school students."

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THIS IS THE END OF THIS ISSUE OF ENEWS

See below for source identifying information:

Who Are We?

Under the auspices of the School Mental Health Project in the Department of Psychology at UCLA we established a Center for Mental Health in Schools in 1995. The Project and Center are co-directed by Howard Adelman and Linda Taylor. The UCLA Center is one of two national centers first funded in October, 1995, by the Office of Adolescent Health, Maternal and Child Health Bureau (Title V, Social Security Act), Health Resources and Services Administration (Project #U93MC00175). In open competition, both Centers were refunded in 2000 and 2005 for 5 year cycles with Substance Abuse and Mental Health Services Administration's Center for Mental Health Services joining HRSA as a co-funder. As sister Centers, the Center at UCLA and the one at the University of Maryland focus on advancing efforts to enhance how schools address mental health and psychosocial concerns.

A description and evaluation of the Center's work and impact is available at
<http://smhp.psych.ucla.edu>

For more information about the Center or about ENEWS, contact Center Coordinator Perry Nelson or Center Co-Directors Howard Adelman and Linda Taylor at:
UCLA School Mental Health Project/Center for Mental Health in Schools
Box 951563, Los Angeles, CA 90095-1563
Phone (310) 825-3634; Toll Free (866) 846-4843; Fax (310) 206-8716
email: smhp@ucla.edu