

ENEWS: A Monthly Forum for Sharing and Interchange

August, 2006 (vol. 10 #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**

>Re-emerging issue – Grade Retention: What's the Prevailing Policy and What Needs to be Done?

****Anticipating the Reauthorization of the No Child Left Behind Act**

****News from around the country**

****This month's focus for schools to address barriers to learning**

>August – Now is the Time to Develop Ways to Avoid Burnout

****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**

****UCLA Center Resource Update**

****Other Helpful Internet Resources**

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

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

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To post messages to ENEWS, email 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. 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**

>Re-emerging issue -- Grade Retention: What's the Prevailing Policy and

What Needs to be Done?

What should be done with students not meeting expected achievement standards? This is a long-standing problem in our "age-graded" school system. And, it continues to be one of the most contentious issues in public education. In response to the last two reauthorizations of the federal Elementary and Secondary Education Act, grade retention has emerged as the prevailing policy in most states and localities. As currently practiced, this policy seems to be generating many of the negative outcomes critics have warned about over the years. Besides failing to correct learning problems, grade retention is associated with increases in behavior, attitudinal, and emotional problems.

What's the alternative? Social promotion? After seeing how that policy played out in the last half of the 20th century, few would argue for it. Neither grade retention nor social promotion are recipes for narrowing the achievement gap or reducing dropouts. It is time for policy and practices that don't "wait for failure;" it's time for a policy and practices that don't react in ways that end up being more punitive than corrective.

What needs to be done? Our view on this matter is highlighted in the Center Policy & Practice Analysis Brief: "Grade Retention: What's the Prevailing Policy and What Needs to be Done?"

[Http://smhp.psych.ucla.edu/pdfdocs/briefs/retention.pdf](http://smhp.psych.ucla.edu/pdfdocs/briefs/retention.pdf)

What's your view on this? Send your perspective to ltaylor@ucla.edu

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"To pass students along in school when they are unprepared or retain them without addressing their needs denies students access to opportunities at the next level of schooling, in postsecondary education, and in the workplace. Both policies send a message to students that little is expected from them, that they have little worth, and that they do not warrant the time and effort it would take to help them be successful in school. "

U. S. Department of Education *Taking responsibility for ending social promotion: A guide for educators and state and local leaders*. <http://www.ed.gov/pubs/socialpromotion/index.html>

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****ANTICIPATING THE REAUTHORIZATION OF THE NO CHILD LEFT BEHIND ACT**

As the reauthorization process moves forward, increasing numbers of proposals for change are in the works. Our Center has prepared and is circulating a report entitled: "For Consideration in Reauthorizing the No Child Left Behind Act . . . Promoting a Systematic Focus on Learning Supports to Address Barriers to Learning and Teaching" It is online at <http://smhp.psych.ucla.edu/pdfdocs/PromotingaSystematicFocus.pdf>

The emphasis is on ways that districts can increase effectiveness in addressing many of the factors that interfere with so many students succeeding at school.

We invite others who are concerned with how learning supports can be enhanced in the reauthorized law to send your thoughts and proposals to us so we can share them, encourage widespread discussion, and perhaps facilitate an integrated and cohesive set of proposed changes. Send to ltaylor@ucla.edu

****NEWS FROM AROUND THE COUNTRY**

***HURRICANE KATRINA'S EMOTIONAL IMPACT ON CHILDREN**

"Researchers at the Louisiana State University Health Sciences Center presented findings from their work with 4,000 children from Louisiana in the year since the 2005 Gulf state hurricanes. Screening results showed approximately one-third of the children had symptoms of PTSD and

one-third had depressive symptoms.”

SAMHSA News Highlights July/August 2006 – http://www.samhsa.gov/SAMHSA_News

***BRIEF HIGHLIGHTS KEY INDICATORS OF CHILDREN’S WELL-BEING**

“The Federal Interagency Forum on Child and Family Statistics released “America’s Children in Brief: Key National Indicators of Well-Being 2006.” The average NAEP score of 4th graders in reading [went] from 218 in 2003 to 219 in 2005, but declined for 8th graders from 263 in 2003 to 262 in 2005. The reading score for 12th graders fell from the last year it had been reported, from 290 in 1998 to 287 in 2002. In 2004, the number and percentage of children living in families with incomes below their poverty thresholds were 12.5 million and 17 percent, respectively, both unchanged from 2003. Poverty also varied by race and Hispanic origin. Black children had a poverty rate of 33 percent in 2004, Hispanic children had a poverty rate of 29 percent, and White, non-Hispanic children had a poverty rate of 10 percent.” July, 2006

<http://www.childstats.gov>

***TRENDS IN THE PREVALENCE OF SELECTED RISK BEHAVIORS**

“National Youth Risk Behavior Survey: 1991-2005. Attempted suicide one or more times during the 12 months preceding the survey: no change from 1991(7.3%) to 2005 (8.4%). In a physical fight one or more times during the 12 months preceding the survey: decreased from 1991 (42.5%) to 2003 (33.0%) but increased in 2005 to 35.9%.” July, 2006

http://www.cdc.gov/healthyyouth/yrbs/pdf/trends/2005_yrbs_risk_behaviors.pdf

***TRYING TO KEEP CHILD CARE IN THE FAMILY**

“States struggling to fill a void left by parents lost to drug addiction, AIDS and incarceration are increasingly using [relatives as legal guardians] to deal with the rising costs of foster care. Thirty-eight states have such programs, more than half of them initiated in the last five years.

..States like the programs because they are cheaper than foster homes, which require more oversight. Child welfare advocates like them, too, because they are more permanent...More than 2.5 million children are being raised by grandparents or other relatives. The number has risen more than 86% since 1999...” 7/23/06 New York Times. [Http://www.nytimes.com](http://www.nytimes.com)

***SAMHSA ANNOUNCES HOW IT WILL REVIEW SUBMISSIONS TO NEW NATIONAL REGISTRY OF EVIDENCE-BASED PROGRAMS AND PRACTICES**

“Under the new NREPP, minimum review criteria require interventions to: demonstrate one or more positive change outcomes in mental health and/or substance abuse among individuals, communities or populations; have results that are published in a peer-reviewed publication or documented in a comprehensive evaluation report; and provide documentation, such as manuals, guides, or training materials, to facilitate broader public dissemination of the intervention.”

6/30/06 Federal Register. [Http://samhsa.gov/news/newsreleases/nrepp_063006.aspx](http://samhsa.gov/news/newsreleases/nrepp_063006.aspx)

***PUBLIC SCHOOLS PERFORM NEAR PRIVATE ONES**

“The Education Department reported ...that children in public schools generally performed as well or better in reading and mathematics than comparable children in private schools. ...An Education Department official who insisted on anonymity because of the climate surrounding the report, said researchers were “extra cautious” in reviewing it and were aware of its “political sensitivity.” 7/15/06. New York Times. [Http://www.nytimes.com](http://www.nytimes.com)

***MOST STATES FAIL DEMANDS IN EDUCATION LAW**

“The Education Department found that no state had met the deadline for qualified teachers, and it gave only 10 states full approval of their testing systems. Secretary of Education Margaret Spellings said that nine states are so far behind in providing highly qualified teachers that they may face sanctions, and she has accused California of failing to provide federally required alternatives to troubled schools. California could be fined as much as \$4.25 million. 7/25/06 New York Times. [Http://www.nytimes.com/2006/7/25/education/25child.html](http://www.nytimes.com/2006/7/25/education/25child.html)

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“I’m enforcing the law” says Secretary Spellings. “Last year it was, ‘We’re marching together toward the deadline.’ but now it’s time for ‘Your homework is due.’”

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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>

****MONTHLY FOCUS FOR SCHOOLS TO ADDRESS BARRIERS TO LEARNING**

>>August Theme – Now is the Time to Develop Ways to Avoid Burnout

As the above news stories indicate, school staff are under increasing pressure to show improved outcomes for all students. Many schools are in various phases of school improvement planning. For schools on traditional school calendars, August marks the beginning of a school year and is a time of optimism and renewed commitment and energy. Students have a ‘fresh start,’ teachers have enhanced energy and positive expectations; school support staff and administrators are committed to 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, school support staff can take a leadership role in planning 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. See “August” in “Ideas for Enhancing Support at Your School this month” at <http://smhp.psych.ucla.edu>

There you will see ideas for

- >Enhancing the Resilience of Adults at School and Creating a Sense of Community
- >Extra Support for New Staff
- >Special Roles for Experienced Staff
- >Focusing this year’s staff development on Engaging and Re-engaging Students in Classroom Learning

For more ideas on avoiding staff burnout, see the online clearinghouse Quick Find topic page: “Burnout” at <http://smhp.psych.ucla.edu/qf/burnout.htm>

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“You know you’re in trouble when you start counting the days left in the school year – and it’s only September.”

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

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

>Beyond integration: Challenges for children’s mental health (2006) J. Knitzer & J. Cooper. Health Affairs, 25(3) 670-679. Summarized at http://datatrends.fmhi.usf.edu/summary_137.pdf

>SAMHSA News Highlights Hurricane Katrina Mental Health Aftermath. July/August 2006 issue. http://www.samhsa.gov/SAMHSA_News

>Also, with respect to the hurricane aftermath impact on schools see the brief one-year update draft from the Center for Mental Health at UCLA [http://smhp.psych.ucla.edu/pdfdocs/enews/enews\(7-12-06\).pdf](http://smhp.psych.ucla.edu/pdfdocs/enews/enews(7-12-06).pdf)

>Immigrant youth: Acculturation, identity, and adaptation (2006). J.W. Berry, et al. Applied Psychology, 55, 303-323.

>QuickStats: Rate of hospitalization for depression among persons aged 5-19 years, by sex – United States, 1990-1992 and 2002-2004. Morbidity and Mortality Weekly Review, 55(26) 731. http://www.cdc.gov/mmwr/preview/mmwrhtml/mm5526a5.htm?s_cid=mm5526a5_e

>Out of school time programs: A meta-analysis of effects for at-risk students (2006) P. Lauer, et al. Review of Educational Research, 76(2) 275-313.

>Young people's health care: A national imperative (2006). C. Brindis et al., for the NICHM Foundation. <http://www.nihcm.org/finalweb/YoungPeoplesHCFINAL.pdf>

***Family, School & Community**

>All together now: Sharing responsibility for the whole child. (2006) <http://www.ascd.org/ascd/pdf/sharingresponsibility.pdf>

>Beyond grade retention and social promotion: Promoting the social and academic competence of students (2006) S. Jimerson, et al. Psychology in the Schools, 43(1) 85-97.

>No Child Left Behind Act: States face challenges measuring academic growth that education's initiatives may help address. GAO-06-661, July 17, 2006 <http://www.gao.gov/cgi-bin/getrpt?GAO-06-661>
Highlights - <http://www.gao.gov/highlights/d06661high.pdf>

>Examining educational equity: Revisiting the disproportionate representation of minority students in special education (2006). J.S. de Valenzuela et al. Exceptional Children, 72, 425-442.

>Creating safe environments: Violence prevention strategies and programs (2006) <http://www.preventioninstitute.org/creatingsafeenvironments.html>

>Potential protective effect of the community involvement asset on adolescent risk behaviors (2006) S. Rodine, et al. Journal of Youth Development, 1(1) <http://www.nae4ha.org/directory/jyd/showdoc.aspx?id=2ad1d22e-4f37-425d-aeba-0b9919643f05>

>Do parenting and the home environment, maternal depression, neighborhood, and chronic poverty affect child behavioral problems differently in different racial-ethnic groups? (2006) L. Pachter, et al. Pediatrics, 117(4) 1329-1338. <http://pediatrics.aappublications.org/cgi/content/abstract/117/4/1329>

>The family environment and adolescent well-being: Exposure to positive and negative family influences. (2006) <http://www.childtrends.org/Files/FamilyEnvironmentRB.pdf>

>Meeting five critical challenges of high school reform: Lessons from research on three reform models. (2006) J. Quinn. <http://www.mdrc.org/428/execsum.html>

>About the Teacher Crisis:

>>Burnout and work engagement among teachers (2006) J. Hakanen, et al, Journal of School Psychology, 43(6) 495-513

>>Teacher recruitment and retention: A review of the recent empirical literature (2006) C. Guarino, et al, Review of Educational Research, 76(2) 173-208

>>New teachers can't be successful – and won't stay in teaching – without help from their school. (2006) American Educator, Summer 06.

http://www.aft.org/pubs-reports/american_educator/issues/summer06/intro.htm

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

>The Condition of Education 2006. National Center for Education Statistics. <http://nces.ed.gov/pubsearch/pubsinfo.asp?pubid=2006071>

>Comparing private schools and public schools using hierarchical linear modeling (2006)
<http://nces.ed.gov/pubsearch/pubsinfo.asp?pubid=2006461>

>Initial results from the 2005 National Household Education Surveys Program (2006) National Center for Education Statistics. Selected data on the nonparental care arrangements and educational programs of preschool children.
[Http://nces.ed.gov/pubsearch/pubsinfo.asp?pubid=2006075](http://nces.ed.gov/pubsearch/pubsinfo.asp?pubid=2006075)

>Cost effective corrections: Rationalizing the fiscal architecture of juvenile justice systems (2006) Justice Policy Institute.
[Http://www.justicepolicy.org/reports/JPI_REPORTCostEffective_Youth_Corrections.pdf](http://www.justicepolicy.org/reports/JPI_REPORTCostEffective_Youth_Corrections.pdf)

>Juvenile offenders and victims: 2006 national report.
[Http://ojjdp.ncjrs.gov/publications/pubabstract.asp?pubi=234394](http://ojjdp.ncjrs.gov/publications/pubabstract.asp?pubi=234394)

>After school programs and activities: 2005. National Center for Education Statistics (2006)
<http://nces.ed.gov/pubsearch/pubsinfo.asp?pubid=2006076>

>Costs of out of school time programs: A review of the available evidence (2006)
<http://www.financeproject.org/irc/ost.asp>

>The early reading and mathematics achievement of children who repeated kindergarten or who began school a year late (2006) National Center for Education Statistics.
[Http://nces.ed.gov/pubsearch/pubsinfo.asp?pubid=2006064](http://nces.ed.gov/pubsearch/pubsinfo.asp?pubid=2006064)

Note: The Quick Find online clearinghouse 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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“We need to frame our dissemination efforts (workshops, research articles, etc.), such that we are not merely reciting the components, or the nuts and bolts, of the evidence-based practice procedures, or the “how.” Rather, we need to explain, based on the best available knowledge, the “why” This will provide [practitioners] the conceptual foundation that will allow them to adapt evidence-based procedures across populations, contexts, problems, or conditions.”

Wendy Silverman

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***A FEW UPCOMING INITIATIVES, CONFERENCES AND WORKSHOPS**

>National Youth Leadership Conference, 8/11-13, Chevy Chase, MD.
[Http://www.nrcys.ou.edu/conferences.shtml](http://www.nrcys.ou.edu/conferences.shtml)

>National Coordinating Committee on School Health and Safety. 9/20, Crystal City, VA
<http://mchb.hrsa.gov/healthystudents>

>California School Based Health Clinics Conference, 9/25, Los Angeles, CA.
<http://www.schoolhealthcenters.org>

>Advancing School-based Mental Health, 9/28-30, Baltimore, MD
<http://csmha.umaryland.edu>

>American School Health Association conference, 10/11-14, St. Louis, MO
http://www.ashaweb.org/annual_conferences.html

>National Youth Development Symposium, 12/4-7, Chicago, IL.
<http://www.nawdp.org/youthsymposium.htm>

Note: for additional and ongoing information about conferences, refer to our website at <http://smhp.psych.ucla.edu/upconf.htm>

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

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“This is what I want every child to understand: Your life matters. You can’t live through a day without making an impact on the world.”

Jane Goodall

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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 it to double check due dates and access applications.

Current Examples:

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

>>Education Research Grants (84.305)

>Research on High School Reform (due 11/16/06)

>>Special Education Research Grants (84.324)

>Response to Intervention (due 11/16/06)

>Secondary and Transition Services (due 11/16/06)

>Individualized Education Programs (due 11/16/06)

>Substance Abuse and Mental Health Services Administration (<http://www.samhsa.gov>)

>>Knowledge dissemination conference grants. (PA-06-001) Due 10/31/ and 1/31

>National Institutes of Health (<http://grants.nih.gov>)

>>Early identification and treatment of mental disorders in children and adolescents (R01)
Due 10/1/06

Note: If you want to Surf the Internet for Funds, go to <http://smhp.psych.ucla.edu>. Click on Quick Find, scroll down Center Responses to Financing and Funding. Provides links to funding sources and our Quick Training Aid on Financing Strategies to Address Barriers to Learning.

>Call for Proposals

>>Papers on “Youth Violence as Adaptation” for a Special Issue of The Journal of Community Psychology. Deadline 2/1/07. Contacts are the guest editors: Raymond R. Swisher, Department of Policy Analysis and Management, Cornell Univ. Email: rs263@cornell.edu or Robert D. Latzman, Department of Psychology, University of Iowa Email: robert-latzman@uiowa.edu.

>>Abstracts for oral presentations at the National Association of School Nurses conference, 6/28-7/1/07 in Nashville, TN. Due 9/8/06. [Http://www.nasn.org](http://www.nasn.org)

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Confidence is the feeling you have before you understand the situation.

And – Common sense is really not that common.

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****UCLA CENTER RESOURCE UPDATE**

****New online resources in Policy and Practice Analysis Briefs and in Guidance Notes**

>Grade retention: What's the Prevailing Policy and What needs to be done?

[Http://smhp.psych.ucla.edu/pdfdocs/briefs/retention.pdf](http://smhp.psych.ucla.edu/pdfdocs/briefs/retention.pdf)

>Preschool Programs: A Synthesis of Current Policy Issues

<http://smhp.psych.ucla.edu/pdfdocs/briefs/preschool.pdf>

>Fully integrating student/learning supports into the school improvement agenda

http://smhp.psych.ucla.edu/pdfdocs/fully_integrating_student-learning_supports.pdf

>What will it cost? – No New Dollars!

[Http://smhp.psych.ucla.edu/pdfdocs/what_will_it_cost.pdf](http://smhp.psych.ucla.edu/pdfdocs/what_will_it_cost.pdf)

>Pursuing opportunities for moving proactively from the margins into the mainstream of school improvement

http://smhp.psych.ucla.edu/pdfdocs/pursuing_opportunities_for_moving_proactively.pdf

>National Initiatives: New Directions for Student Support

>>Statewide Leadership Institute for New Directions in Student Support in Hartford CT in August. Teams from schools and districts interested in attending should contact ltaylor@ucla.edu

>>Statewide Summit for New Directions in Student Support in Seattle WA in September. Send nominations for education leaders who should be invited to ltaylor@ucla.edu

>Follow up on schools and students impacted by last fall's hurricanes

With the one year anniversary of Hurricane Katrina, various efforts are being mounted to make sure that ongoing needs are not ignored. While the situation related to schools is a critical part of this, it is essential that the focus on the schools be as thorough as feasible. So, once again, our Center is interjecting itself into the process to help ensure that the needs of schools, staff, students and their families are highly visible. Based on what we have learned over the year and what you and others tell us now, we are emphasizing: (1) Current needs (especially recommendations to meet immediate concerns) (2) Lessons learned about what is working and what isn't (3) What longer-term challenges need to be anticipated?

We have done a draft for a brief one-year update on the current situation and are continuing to collect information from schools, districts, state departments, and researchers. If you want to see the draft, go to [http://smhp.psych.ucla.edu/pdfdocs/enews/enews\(7-12-06\).pdf](http://smhp.psych.ucla.edu/pdfdocs/enews/enews(7-12-06).pdf)

As we build on this draft, anything you can share at this time will help to shape the understanding of what's happening with the schools and what assistance would make a meaningful difference. Send information to ltaylor@ucla.edu

For more information on the UCLA Center for Mental Health in Schools, go to the website at <http://smhp.psych.ucla.edu> or 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

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****CENTER FOR SCHOOL MENTAL HEALTH ANALYSIS AND ACTION**

Check out our sister center at <http://csmha.umaryland.edu> or contact Mark Weist, Director, CSMHA, University of Maryland at Baltimore, Department of Psychiatry, 737 W. Lombard St. 4th floor, Baltimore, MD 21202. Toll free phone: 888-706-0980. Email csmh@umpsy.umaryland.edu

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“I thought I could weather the storm, and I did – it’s the aftermath that’s killing me.”

Gina Barbe, of New Orleans

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****OTHER HELPFUL INTERNET RESOURCES**

>Bad conduct, defiance, and mental health.

[Http://www.rtc.pdx.edu/pgFeaturedDiscussions.php](http://www.rtc.pdx.edu/pgFeaturedDiscussions.php)

>Forum guide to the privacy of student information: a resource for schools

<http://nces.ed.gov/pubsearch/pubsinfo.asp?pubid=2006805>

>What works: curriculum-based programs that prevent teen pregnancy

http://www.teenpregnancy.org/resources/reading/pdf/what_works.pdf

>A framework for success for all students

<http://www.aed.org/ToolsandPublications/upload/cogs.pdf>

>The Federal Helping America’s Youth Initiative

<http://guide.helpingamericasyouth.gov>

>Screening, assessment and treatment planning for persons with co-occurring disorders.

[Http://www.coce.samhsa.gov/cod_resources/PDF/ScreeningAssessment%28OP2%29.pdf](http://www.coce.samhsa.gov/cod_resources/PDF/ScreeningAssessment%28OP2%29.pdf)

>Similar students, different results; why do some schools do better?

[Http://www.edsource.org/pub_abs_simstu05.cfm](http://www.edsource.org/pub_abs_simstu05.cfm)

>Cultural and linguistic competence in family supports

<http://www11.georgetown.edu/research/gucchd/nccc/documents/FamilySupports.pdf>

>Effective program services and models associated with five graduated sanction and intervention levels for juvenile justice. <http://www.ncjfcj.org/content/view/752/456>

>Mentoring in America 2005: A snapshot of the current state of mentoring.

[Http://www.mentoring.org/leaders/files/pollreport.pdf](http://www.mentoring.org/leaders/files/pollreport.pdf)

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

http://smhp.psych.ucla.edu/gateway/gateway_sites.htm

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****TRAINING AND JOB OPPORTUNITIES**

<Coordinator>

School Mental Health Projects, Department of Psychology, Miami University, Oxford, OH.

Contact Paul Flaspohler at flaspopd@muohio.edu

<Executive Director>

Healthy Initiatives for Youth, San Francisco, CA. Contact hify.edsearch@compasspoint.org

<Psychologist>

Children's Hospital Neighborhood Partnerships, Children's Hospital Boston, MA. Contact caroline.watts@childrens.harvard.edu

<Postdoctoral Research>

NIMH sponsored intervention study for preschoolers with ADHD. College of Public Health and Health Professions, Department of Clinical and Health Psychology, University of Florida, Gainesville, FL. Email seyberg@phhp.ufl.edu

<Faculty>

Department of Psychological Studies in Education, Temple University, Philadelphia, PA. Contact catherine.fiorello@temple.edu

<Internship>

Graduate Education Diversity Internship Program, a partnership between the American Evaluation Association and Duquesne University School of Education, Pittsburgh, PA. Applications due August 15. Contact Rodney Hopson, hopson@duq.edu

Note: 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.

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"My road to success is under construction.

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

(1) I am a community provider of volunteer based tutoring/mentoring and lead a program called the Tutor/Mentor Connection that a) collects and shares information, such as links to your web; b) generates public awareness in the business and professional community so that more people read and begin to understand the information; c) organized events that draw resources directly from the private sector to volunteer based tutor/mentor programs; and organizes conferences and on-line events to help people find and use the information to build more and better tutor/mentor programs in high poverty neighborhoods. While I think it's important to work toward changing national policy, there are actions we can take now to build support for school-based and community learning supports. Every tutor/mentor program in the country is now gearing up to recruit volunteers for the fall. If every city maintained a database of local programs, they could recruit business and professional people to lead campaigns in their industries to raise money and recruit volunteers. At <http://www.lend-a-hand.net> you can see a program at the Chicago Bar Association that we helped start. At <http://www.tutormentorexchange.net/Partner/CC/RecruitmentCampaign/recruitment.asp> you can read about the Chicago recruitment campaign.

(2) To address the enormous mental health needs of New Orleans, UCLA psychology professor Vickie Mays is leading a national effort to provide mental health education and training, including to New Orleans' parents, families, the clergy and mental health providers, Aug. 8—9. "We're looking for volunteers from A to Z," Mays said. "We're looking for people with heart and passion and a real commitment to help, over a short time. You don't need a background in psychology to help. Check our website to learn how you can help, <http://www.minorityhealthdisparities.org/> call our offices at (310) 206-5265 or e-mail us at cmhd@ucla.edu."

Volunteers who speak Vietnamese and Spanish are especially needed, as are volunteers with computer skills, including Web development. Volunteers also are needed to help the project collect books and school supplies for children, and prepare materials for self-help efforts.

The training consists of free workshops for parents, caregivers and teachers on how to recognize signs and symptoms of mental disorders in children, and a multiethnic grief workshop, open to everyone in New Orleans and the surrounding region, to enhance the emotional healing process and increase levels of resiliency. Mays expects the project to train at least 500 mental health providers, 50 clergy and that more than 200 people will attend the grief ritual and child workshop. Child care will be provided during parent-teacher workshops.

"We hope to help create lasting connections between mental health providers and the clergy that weren't in New Orleans before, and establish an academic-community partnership in which local universities can continue to assist with psychological services in the local community," Mays said. "In addition, we will leave behind materials on child mental health and emotional well-being, and referral sources with information about the local mental health service providers."

Partners in the project include the New Orleans Department of Health Services; the Children's Defense Fund New Orleans, Louisiana; the Louisiana Chapter of the National Association of Social Workers; the Institute of Mental Hygiene; the Interdenominational Theological Center; the Louisiana Partnership; and the Center for Empowered Decision Making. Faculty and graduate students from Louisiana State University's psychological services clinic will assess children for mental health issues, and students and faculty from Tulane and other local universities also will participate.

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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, the national Center for Mental Health in Schools was established 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, U.S. Dept. of Health & Human Services (Project #U45MC00175). In open competition, both Centers were refunded in 2000 for a second 5 year cycle with the Substance Abuse and Mental Health Services Administration's Center for Mental Health Services joining HRSA as a co-funder. In 2005 after open competition, both Centers were funded for a third five year cycle. (In this cycle, SAMHSA joined HRSA as a co-funder only for the first year.) 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:
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