

health problem. You don't have to agree with that to appreciate that stress is a fundamental mental health concern. As with work situations, schools certainly are a source of stress for many. However, there is insufficient research on the degree to which school practices are a major stressor and on whether stress is an increasing problem for large numbers of students. (This is not to say there is no relevant data; see the news item below about a recent research report on the effects of high-stakes testing.)

Reports from schools do suggest that the push for high stakes testing has expanded the number of students and staff who feel overly stressed. And, the emerging concern is that a school with significant numbers of students and staff who feel stressed creates a context that exacerbates stress-related problems. Those who believe this is the case argue that intervention needs to focus on changing policies and practices that breed excessive and prolonged stress, rather than just picking up the pieces for the few individuals who can access counseling and therapy.

What's your experience with all this, and what's being done at the schools you know about?

Please share your views on this. We look forward to your comments.

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 tosmhp@ucla.edu

Phone 310/8253634

WriteCenter for Mental Health in Schools

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

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*NEWS FROM AROUND THE COUNTRY

>>RECOMMENDATION TO MENTAL HEALTH COMMISSION ON SCHOOLS

Bazon Center's comments to the President's New Freedom Commission on Mental Health, January 8, state "Children are receiving more mental health services through schools than through any other public system. Yet there is no systematic Department of Education policy on school-based mental health issues." The statement calls for improved identification and early intervention, professional development and staff training, greater attention to positive behavior supports, improved access to special ed and related services. See [Http://www.bazon.org](http://www.bazon.org)

>>NEGATIVE EFFECTS OF HIGH-STAKES TESTING

Research reported in the February issue of Educational Leadership argues that high-stakes testing not only fail to increase student learning, they have a negative effect on student's motivation to learn at school and increase the rate of drop out. After analyzing data from 18 states, the researchers emphasize that despite higher scores on a states' own assessments, comparable improvements are not found on tests such as the National Assessment of Educational Progress, the SAT, ACT, and Advanced Placement tests. They recognize that high-stakes testing may pay immediate political benefits and that "it costs less than providing all students, including poor and minority students, with high-quality preschools, small class sizes in the early grades, well-qualified teachers' and so forth. See "The effects of high-stakes testing on student motivation and learning" by Audrey Amrein and David Berliner in Educational Leadership (Feb. 2003) and go to

<http://epaa.asu.edu/epaa/v10n18> for a fuller report online.

>>WHITE HOUSE TASK FORCE FOR DISADVANTAGED YOUTH

A Dec. 23, 2002 Memorandum from the White House states an unacceptably large number of youth fail each year to develop the skills to succeed. Many are from disadvantaged economic and social environments. A General Accounting Office analysis identified 117 Federal programs administered by 15 departments aimed at disadvantaged youth. The function of the task force is to submit a comprehensive Federal response to the problems of youth failure with a focus on enhanced agency accountability and effectiveness. Objectives include coordinating interagency efforts, developing a unified research plan to identify effective practices, incorporating positive youth development, analyzing and quantifying the impact of Federal efforts aimed at disadvantaged youth. A preliminary report is due by April 30; final report by October 1. See <http://www.whitehouse.gov/news/releases/2002/12/20021223.html>.

>>INCREASE IN PSYCHOTROPIC MEDICATION FOR CHILDREN

Based on administrative claims and medical reports of a sample of 900,000 children and adolescents, use of psychotropic medication grew to 6% of youth under 20 years of age, which represents a 2 to 3 fold increase in the decade from 1987 through 1996. 10-14 year olds were most likely to receive such medication. Stimulants and anti-depressants rank as the first and second most used meds. See "Psychotropic practice patterns for youthA 10-year perspective," by J Zito, et al, Archives of Pediatrics and Adolescent Medicine (2002) 157 (1) 17-25.

>>PRESCRIPTION DRUG ABUSE RISING RAPIDLY

January 16 news release sates the abuse of prescription drugs is rising rapidly. Data indicate that in 2001 almost three million youth aged 12 - 17 had used prescription medications non-medically in their lifetimes. About 15% of 18 - 19 year olds used prescription medications non-medically in the previous year. "Young adults, even teens, are taking opioids, anti-depressants and stimulants for recreation." Visits to emergency departments increased for narcotic prescription pain relievers. Multiple drugs were mentioned in 72% of emergency department visits involving narcotic prescription pain medication. See <Http://www.samhsa.gov>.

>>FEDERAL DRUG ADMINISTRATION APPROVES PROZAC FOR CHILDREN

The FDA has approved new uses for the antidepressant Prozac to treat children and adolescents seven to 17 years of age for depression and obsessive compulsive disorders. According to the National Institute of Mental Health depression affects up to 2.5% of children and 8% of adolescents in the US. OCD affect about 2% of this population. See <Http://www.fda.gov>.

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"I think we're very good at creating serious mental health problems in children. We're not so good at preventing them."  
Jean Adnopoz, Yale Child Study Center  
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[NOTESee our website's WHAT'S NEW, for a current news item posted each week.]

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THIS MONTH'S FOCUS FOR SCHOOLS

TO ADDRESS BARRIERS TO STUDENTS' LEARNING

Each month on our website we feature a special focus on enhancing student support at schools

The focus for February is on

"Report Cards & Conferences Another Barrier or a Challenging Opportunity"

(Mid-point report cards and student-parent-teachers conferences using this as an opportunity to enhance rather than reduce motivation for at-risk students)

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

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

>>>>CHILDREN'S MENTAL AND PHYSICAL HEALTH

"Enhancing School Staff Understanding of Mental Health and Psychosocial Concerns. A Guide for providing inservice at schools" (2003) from the Center for Mental Health in Schools <http://smhp.psych.ucla.edu>

The February, 2003, issue of the Journal of Adolescent Health has a series of short reports of research. Included are

"Association of weight-based teasing and emotional well-being among adolescents"
by M. Eisenberg,

"Racial/ethnic differences in emotionally distressed adolescents receiving MH care"
by C. Kodjo & P. Auinger

"Receipt of psychological or emotional counseling by suicidal adolescents"
by J. Pirkis et al.

"Measurement of mood, substance use, and sexual risk behavior in adolescents"
by L. Shrier et al.

"Social and Interpersonal Problems Related to School Aged Youth" (2003) from the Center for Mental Health in Schools <http://smhp.psych.ucla.edu>

"School-Based Client Consultation, Referral, and Management of Care" (2003) from the Center for Mental Health in Schools <http://smhp.psych.ucla.edu>

"School Interventions to Prevent Youth Suicide" (2003) from the Center for Mental Health in Schools <http://smhp.psych.ucla.edu>

"What are the true benefits of school-based drug prevention programs?" (2002) by J. Caulkins, et al. RAND's Drug Policy Research Center.
([Http://www.rand.org/publications/RB/RB6009](http://www.rand.org/publications/RB/RB6009))

"Child Physical and Sexual Abuse Guidelines for Treatment" (2003). Office for Victims of Crime, USDOJ. ([Http://www.musc.edu/cvc/guide1.htm](http://www.musc.edu/cvc/guide1.htm))

"Academic and Social-Emotional Learning" (2003) by M. Elias. UNESCO booklet. See <http://www.casel.org> (SEL Reading Resources).

"Psychological adjustment of urban, inner-city ethnic minority adolescents" (2002) by R. Taylor, et al. Journal of Adolescent Health, 31(6), 280-287.

"Adolescent resilience a concept analysis" (2003) by C. Olsson, et al.

In Journal of Adolescence.

"Juvenile Offenders with Mental Health Disorders Who are they and what do we do with them?" (2003) by L. Boesky. American Correctional Association
[Http://www.aca.org/publications/bookvideo.htm](http://www.aca.org/publications/bookvideo.htm).

"Privacy of Victim's Counseling Communication" (2002) Office for Victims of Crime, Legal Series, Bulletin 8.
<http://www.ojp.usdoj.gov/ovc/publications/bulletins/legalseries/bulletin8/welcome.html>

"Progress Review of the Psychosocial Treatment of Child Conduct Problems" (2003). By M. Nock. Clinical Psychology Science and Practice, 10(1).

"Reducing Dropout from Therapy in a Community Mental Health Center" (2002). A summary from the article entitled "The effects of preparing parents for child psychotherapy on accuracy of expectations and treatment attendance. Community Mental Health Journal, 38(1), 3-16. By A. Shuman & J. Shapiro. Summarized in Data Trends #65, <http://www.rtc.pdx.edu/pgDataTrends.shtml>.

"Violent Victimization as a Risk Factor for Violent Offending among Juveniles" (2003) by J. Shaffer & R Ruback. Office of Juvenile Justice and Delinquency Prevention (<http://ojjdp.ncjrs.org/pubs/violvict.html#195737>).

>>>>FAMILY, COMMUNITY & SCHOOLS

"Evaluating Evaluations The Case of Parent Involvement Programs" (2002) by D. Mattingly, et al. Review of Educational Research, 72(4) 549-576.

"A New Wave of Evidence The Impact of School, Family, and Community Connections on Student Achievement" (2003) by A Henderson & K. Mapp. Southwest Educational Development Laboratory.
[Http://www.sedl.org/pubs/catalog/items/fam33.html](http://www.sedl.org/pubs/catalog/items/fam33.html)

"Prevention science and positive youth development competitive or cooperative frameworks?" (2002) by R. Catalano, J.D. Hawkins, et al. In Journal of Adolescent Health, 31(6), Supp. 1, 230-239.

"Mentoring programs for adolescents a research summary" (2002) by C. Sipe. Journal of Adolescent Health, 31(6)

"Enhancing children's responsibility to take action against bullying Evaluation of a befriending intervention in Italian middle schools" (2003) by E Menesini, et al. Aggressive Behavior, 29 (1) 1-14.

"The effect of volunteer home visitation for adolescent mothers on parenting and mental health outcomes A randomized trial" (2002) by B Barnet, et al. In Archives of Pediatrics and Adolescent Medicine 156(12), 1216-1222.

"Stakeholders' Views of Factors that Impact Successful Interagency Collaboration" (2003) by L. Johnson, et al. in Exceptional Children, 69(2), 195-109.

"Measuring the capacity of our youth development and factor structure of a brief instrument to assess positive youth development and the impact of community programs" (2003) by J. Klein, et al. In Journal of Adolescent Health, 32(2), 149.

>>>>POLICY, LAW FINANCES, & STATISTICS

"Identifying and Treating Eating Disorders" (2003). A policy statement of the

American Academy of Pediatrics' Committee on Adolescents
(<http://www.aap.org/policy/020003.html>)

"More than 115,000 disadvantaged preschoolers receive mental health services"
(2002) by K. Pottick & L. Warner. In UpdateLatest Findings in Children's
Mental Health. (<Http://www.ihhepar.rutgers.edu>)

"Replacing initial grants" (2002) by E. Wright and S. Deich. Finance Project.
(<Http://www.financeproject.org>)

"Adolescents with special health care needs in the United Statesprevalence,
profile and charges for physical and emotional conditions" (2003) by S.
Yussman, et al. In Journal of Adolescent Health, 32(2) 148-149.

[NoteThe QUICK FIND topical search menu on our website is updated regularly
with new reports and publications such as those listed above. Currently there are
over 100 topics with direct links to our Center materials and to other online
resources and related Centers <http://smhp.psych.ucla.edu>

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"She didn't know it couldn't be done,  
so she went ahead and did it."  
Mary's Almanac  
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**UPCOMING INITIATIVES, CONFERENCES, WORKSHOPS

>Substance Abuse and Mental Health Services Administration Grant-Writing and
Technical Assistance for Grassroots Faith and Community GroupsFebruary 10-
11, Los Angeles, CA; Feb 19-21, Dallas, TX; Feb 20-21, Phoenix, AZ
(<http://www.samhsa.gov>)

>Community Anti-Drug Coalitions of American's National Leadership Forum,
Feb. 11-14, Washington, DC, <http://www.cadca.org>

>Over-Representation of Minority Students in Special Education. Feb. 17-28.
Free online forum at <http://www.coedu.usf.edu/LASER>.

>National Youth At Risk Conference, Feb. 23-26, Savannah, GA
<http://www2.gasou.edu/contedu/yar2003.html>

>Community Schools-Higher Ed Partnerships, February 24-26, Philadelphia, PA,
<http://www.upenn.edu/ccp/training.html>

>A System of Care for Children's Mental HealthExpanding the Research Base,
March 2-5, Tampa, FL, <http://rtckids.fmhi.usf.edu>

>Communities Working Together to Support Student Success, March 4, St. Paul,
MN. <Http://mis.spps.org/safeschools>

>Association of Maternal and Child Health Programs, March 8-12, Arlington,
VA, <http://www.amchp1.org/news/2003-meeting.htm>

>National Symposium on Child Abuse, March 11-14, Huntsville, AL,
<http://www.ncac-hsv.org>

>National Student Assistance Conference, March 20-23, New Orleans, LA,
<http://www.nasap.org>

>National Conference on Child Abuse and Neglect, March 31-April 5, St. Louis, MO. <http://www.calib.com/nccanch/cbconference/index.cfm>

>Bridging Cultures & Enhancing Care approaches to cultural & linguistic competency in managed care settings for low income population, April 1, Philadelphia, PA <http://www.jsi.com/hrsamctac>

>Substance Abuse Prevention Conference, April 3-4, Chicago, IL, <http://www.prevention.org>

>Promoting Social-emotional well-being of young children, April 4, New Haven, CT, <http://www.theconsultationcenter.org>

>Children and Trauma Coping in the aftermath, April 10-11, Pasadena, CA, <http://childrensinstitute.org>

>National Association of School Psychologists, April 18-21, Toronto, Canada, <http://www.nasponline.org>

>Anti-Bias Education Practice, Research and Theory. June 6-8, Evanston, IL. Email wstephan@crl.nmsu.edu.

>School of the 21st Century, July 14-16, New Haven, CT, <http://www.yale.edu/21c>.

>Positive Attachments & Learning to Succeed a 6 day school based early intervention trainer training institute, July 21-26, Durango, CO, pals@frontier.net.

>American School Counselor Association, June 29-July 2, St. Louis, MO, <http://www.schoolcounselor.org>

>American School Health Association, October 15-19, El Paso, TX, <http://www.ashaweb.org>

>8th National Conference on Advancing School-Based Mental Health Programs, October 23-25, Portland, OR. <http://csmha.umaryland.edu>

[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

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"While it's worth rooting for almost any reform that truly provides better choices for students stuck in dysfunctional schools, it's hard not to conclude that the most efficient way to improve education for the millions of such children is by doing it the old-fashioned way by fixing the schools they already attend"
Alexander Russo

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^^^ CALLS FOR GRANT PROPOSALS

- >>>>Office of National Drug Control Policy and Office of Juvenile Justice and Delinquency Prevention (<http://ojjdp.ncjrs.org/dfcs/>)
- >Drug-Free Communities Support Program, must register by Feb. 25

Regional workshops to explain the application process
Feb 4, San Diego; Feb 5, Kansas City, MO; Feb 6, Tampa, FL; Feb 7,
Baltimore, MD. Mail email to attend to drugfree@ncjrs.org

>>>National Institute on Drug Abuse (<http://www.nida.nih.gov>)
>Improving Behavioral Health Services and Treatment for Adolescent Drug
Abuse, DA-03-003, letter of intent due March 14,

>>>Substance Abuse and Mental Health Services Administration
(<http://www.samhsa.gov>)
>Centers for the Application of Prevention Technologies, SP-03-002, due March 10
>State Training and Evaluation of Evidence-Based Practices, SM 03-003, due March 24.

>>>>U.S. Department of Education (<http://www.ed.gov>)
>Social and Character Development Research, CFDA#84.305L, optional letter
of intent due March 6, deadline for application April 25.

>>>National Institute of Child Health and Human Development
(<http://www.nichd.nih.gov>)
>Effectiveness of early childhood programs, curricula, and interventions in
promoting school readiness, HD-03-003, Letter of intent due Feb. 26

[NOTEIf 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]

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"The two most beautiful words in the
English language are 'check enclosed'.
Dorothy Parker
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CALL FOR PROMISING PRACTICES

Center for Youth Development and Policy Research
announced a national call for promising practices in afterschool.
See <http://www.afterschool.org>.

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

^^^ Updates from our Center at UCLA

>>>NEW DIRECTIONS FOR STUDENT SUPPORT INITIATIVE.
The first regional summit is scheduled for March 10th in Baltimore. If you are
interested in attending, please let us know. The second will be in Chicago in late
spring. The first state summit is scheduled for Minnesota in March. The
following organizations already have come aboard as co-sponsors of this
initiative
>School Social Work Association of America
>National Association of State Boards of Education
>National Association of Pupil Services Administrators
>National Alliance of Pupil Service Organizations

- >National Association of School Psychologists
- >National Association of School Nurses
- >Johns Hopkins Graduate Division of Education
- >Johns Hopkins Center for the Prevention on Youth Violence
- >Education Development Corporation
- >Collaborative for Academic, Social, and Emotional Learning
- >Coalition for Community Schools
- >Center for School Mental Health Assistance
- >Center for Cooperative Research and Extension Services for Schools
- >California Center for Community School Partnerships

>>>NEW RESOURCES

- >Enhancing School Staff Understanding of Mental Health and Psychosocial Concerns A Guide for providing inservice at schools (Continuing Ed Aid)
- >Guidelines, Frameworks, Standards This new Quick Find was developed in response to the many requests for info on guidelines and standards for pursuing MH in schools

>>>REVISED/UPDATED RESOURCES

Keeping in mind the importance of providing the most current information on the scope of the problems we address and the advances in interventions to prevent and address them, we routinely update our Center Materials. In doing this we search for the most relevant publications and reports that have appeared since the document was created or last revised. By providing a synthesis, we mean to disseminate the best practices in the field. In the past month we have revised (hardcopy and online)

- >Social and Interpersonal Problems Related to School Aged Youth (Intro Packet)
- >School-Based Client Consultation, Referral, and Management of Care (TA Packet)
- >School Interventions to Prevent Youth Suicide (TA Sampler)
- >Quick Find search topics are updated regularly with current resources and references. The 100+ item menu provides a quick and efficient way to get information, with links to materials produced by our Center, other online resources, and Centers specializing in the topic.

***All of our materials can be downloaded at no cost. See our list of materials on line at <http://smhp.psych.ucla.edu> or contact us and we'll send it to you.

>>>THIS MONTH'S IDEAS FOR ENHANCING SUPPORT AT YOUR SCHOOL (a web feature) Each month we compile ideas and activities for support for students, families, and staff that fit the "season" or rhythm of the school year. Building on previous months' focus, the focus for February is Report Cards & Conferences Another Barrier or a Challenging Opportunity. (Includes suggestions for rethinking end of semester conferences for those student who need support to enhance student, parent, and staff motivation. Specific strategies on student-led conferences are provided.)

>>>Mental Health in Schools Practitioner Listserv

This is a networking window into what others are doing, what problems they face and potential solutions. Recent questions addressed concerns about identifying problems through screening when follow up services are not available, data on the

psychological impact of high stakes testing, defining the term "psychosocial."
Join us in this weekly exchange on topics related to mental health in schools.
Email smhp@ucla.edu and ask to be added to the Mental Health in Schools
Practitioner Listserv.

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. Also, let us know about the latest and
greatest you encounter so we can update our resources.

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

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To post messages to ENEWS, Email them to smhp@ucla.edu

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^^^UPDATES FROM OUR SISTER CENTER

^Center for School Mental Health Assistance at the University of Maryland at Baltimore

>8th National Conference on Advancing School-Based Mental Health Programs,
October 23-25, Portland, OR.

See their website (<http://csmha.umaryland.edu>) Or contact Mark Weist, Director,
Center for School Mental Health Assistance, University of Maryland at Baltimore,
Department of Psychiatry, 680W. Lexington St., 10th fl., Baltimore, MD 21201.
Phone (888) 706-0980; Email cmsha@umpsy.umaryland.edu

+ + + + OTHER HELPFUL RESOURCES

>>MENTAL HEALTH/SUBSTANCE ABUSE/HEALTH

"California Student Survey 2001-2002" Major Findings Alcohol and Other Drug
Use, Grades 7, 9 and 11. By R. Skager & G. Austin, WestEd.
[Http://www.safestate.org](http://www.safestate.org)

"Assessing Youth's Life Skills" the Casey Family Programs website provides a
measurement tool with versions for ages 8 to 25.
[Http://www.caseylifeskills.org](http://www.caseylifeskills.org)

"Dynamic Assessment Website" Provides information for practitioners and
researchers on this approach to assessing learners with special needs.
[Http://www.dynamicassessment.com](http://www.dynamicassessment.com)

"Health & Human Development Programs at Education Development Center
website" includes information on alcohol, tobacco and other drug prevention;
mental health; violence, suicide and injury prevention, and more.
[Http://www.hhd.org](http://www.hhd.org)

"With One Voice 2002 America's Adults and Teens Sound Off About Teen Pregnancy"
http://www.teenpregnancy.org/resources/data/pdf/WOV2002_fulltext.pdf

>>PARENTS, SCHOOLS & COMMUNITIES

"The After-School Corporation After-School Adaptation Initiative" will provide technical assistance specific to after-school programs.
Contact ypawluk@tascorp.org

"Department of Ed Posts FY2002 Title I allocations" Find Title I information by a school district.
[Http://www.ed.gov/offices/OUS/TitleLEAs/FY02allocations/index.html](http://www.ed.gov/offices/OUS/TitleLEAs/FY02allocations/index.html)

"Data-Driven Decision Making" provides full text of articles including "Uses and Abuses of Data"
<http://www.enc.org/focus/data>

"Public School District Finance Peer Search Tool". Lets you compare the finances of one school district with peer districts which share similarities among such characteristics as total students, student/teacher ratio, % of children in poverty, district type. [Http://nces.ed.gov/edfin/search/search_intro.asp](http://nces.ed.gov/edfin/search/search_intro.asp)

"Schools of Promise" on the America's Promise Website. Includes definitions and best practices.
[Http://www.americaspromise.org/schools](http://www.americaspromise.org/schools)

[NOTE For easy access to a wide range of relevant websites, see our "Gateways to a World of Resources" <http://smhp.psych.ucla.edu>

"To raise new questions, new possibilities, to regard old problems from a new angle requires a creative imagination and marks the real advances in science."

Albert Einstein

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

>>Reactions to last month's emerging issue Does the Science Support Dismantling Teacher Education Systems?

"Some of the many things teachers are not trained to do are assessment & continuous progress monitoring; individualization of instruction; curriculum selection to maximize learning; programming for & insuring generalization & application of learning; effective & positive classroom management; human development & the "psychology" of human beings; working effectively with parents; resiliency building; decency, humanity & respect in interactions with children (and their parents)...among other things. At the elementary level, teachers are typically trained to teach curriculum, not children. At the secondary level, they're generally only trained in subject matter and rarely in how to work with the human beings they teach.

In addition, teacher training programs are rarely designed to require supervised practice, monitoring of practice & mentoring. Think of it who would permit surgery from a doctor who learned how to do it from a book & from instructors in isolated classrooms & whose only practice was in a lousy hospital with poor models & no real supervision.

School administrators are not trained in organizational or program development, staff support, mentoring teachers, progress monitoring systems, positive & effective discipline, team leadership, etc.

Given the kinds of environments we often see in schools (e.g., coercive &

punitive discipline, noise, insensitivity to human feelings, curricular choices that may have nothing to do with students needs and learning styles, unrealistic goals for achievement set by school boards, etc.

Then there are the teacher training institutions & departments in which faculty are not rewarded (promoted, given tenure, etc.) For the activities of training & effectively supporting students in the learning process, e.g., with lots of on-site supervision.

Yes, the systems need to be changed, but first, they need to be analyzed comprehensively, understood well, then corrected to address deficits."

REQUESTS

"Please let people know about the Fifteenth Annual America's At-Risk Youth Forum, Feb 15-19, Myrtle Beach, SC. [Http://www.dropoutprevention.org](http://www.dropoutprevention.org). "

"See research article published by McNeely, Nonnemaker & Blum in the April 2002 Journal of School Health, Vol. 72, No. 4 titled "Promoting School Connectedness Evidence from the National Longitudinal Study of Adolescent Health."

"The Center for Social and Emotional Education is pleased to announce a new feature Creating a socially and emotionally intelligent school Perspectives from a school principal. An interview with Raymond Pasi. [Http://www.csee.net/spotlight/spotlight.asp](http://www.csee.net/spotlight/spotlight.asp)."

"The 'Service-learning Student's guide and journal' is a new booklet that will help every high school and middle school student organize their service-learning project and improve their thinking and writing skills. [Http://www.ServiceLearn.com](http://www.ServiceLearn.com)"

>>>If you have ideas/information/resources to share, you can add them (as well as requests) to "Net Exchange" on our website <http://smhp.psych.ucla.edu>

Or send them to us by phone, fax, email, or snail mail.

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"We're learning to work as a team. As a teacher it's easy to go into your classroom, close your door and teach what you want to teach but that hasn't worked well for us, based on our test scores. This is a new way of thinking. It's been a change for us, and sometimes we embrace change and sometimes we don't."

Maria Marin, Principal

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^^ ^^ TRAINING AND JOB OPPORTUNITIES

<Senior Professional Research Assistant>
Circles of Care Evaluation Technical Assistance Center, American Indian and Alaska Native Programs, University of Colorado Health Sciences Center. Need a Master's degree in social/ behavioral/health sciences For information see <http://www.uchsc.edu/ai>. Deadline March 1.

<Best Practice Trainer>
Child and Adolescent Mental Health Division, Hawaii Department of Health. Work as statewide trainer in evidence-based practice. Doctorate in clinical

psychology preferred. Contact Bruce Chorpita at chorpita@HAWAII.EDU.

<Undergraduate research assistance and aids>

Center for Children and Families, Summer Treatment Program, Psychology Department at the State University of New York at Buffalo. See online application form at <http://wings.buffalo.edu/adhd>.

<Research Postdoctoral/Clinical Postdoctoral>

New York University Child Study Center, Institute for ADHD and Related Disorders. Require completion of an APA approved internship and doctoral degree from APA approved program. For more information see <http://www.AboutOurKids.org>

<Postdoctoral Position>

Fellowship in Adolescent Psychology, Division of General Pediatrics & Adolescent Health, University of Minnesota. Need a doctorate. Deadline is March 1. Contact Kerri Boutelle at boutelle@umn.edu.

<Director of Community Service and Volunteerism>

Office of the Dean of the College, Wesleyan University, Middletown, CT. Work with students, faculty/staff, community residents and civic leaders to develop sustainable community service programs. Need a Master's and some experience. See <http://www.wesleyan.edu/hr/employment/22-49.html>.

<Policy Fellowship>

American Youth Policy Forum, Washington, DC office Harold Howe II Youth Policy Fellowship. Need Masters degree. Deadline is March 1. See <http://www.aypf.org>

FOR MORE INFORMATION ON EMPLOYMENT OPPORTUNITIES, SEE [HTTP//SMHP.PSYCH.UCLA.EDU](http://smhp.psych.ucla.edu). Go to Contents, Scroll down to Jobs. Following the listing of current opening, you will see links to HRSA, SAMHSA, and other relevant job sites.

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THIS IS THE END OF THIS ISSUE OF ENEWS

Below is a brief description of our Center at UCLA for more see our website <http://smhp.psych.ucla.edu>

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 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). Both Centers were refunded in October, 2000, for a 5 year cycle, 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 provide support (training and technical assistance) for mental health and psychosocial concerns in schools.

Our group at UCLA approaches mental health concerns from the broad perspective of addressing barriers to learning and promoting healthy development. Activities include gathering and disseminating information, materials, development, direct assistance, and facilitating networking and exchanges of ideas. 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. Specific attention is given to policies and strategies that can (a) counter fragmentation and enhance collaboration between school and community programs, and (b) counter the marginalization of mental health in schools. Center staff are involved in model development and implementation, training and technical assistance, and policy analysis. We focus on interventions that range from systems for healthy development and problem prevention through treatment for severe problems and 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 Center works to enhance network building for program expansion and systemic change and does catalytic training to stimulate interest in such activity. We connect with major initiatives of foundations, associations, governmental, and school and mental health departments. Evaluations indicate the Center has had considerable impact in strengthening the network of professionals advancing the field of mental health in schools and in changing policies and practices.

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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