

ENEWS: A Monthly Forum for Sharing and Interchange

February, 2005 (vol. 9 #5)

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

ENEWS is one of 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**

>Why Do School Improvement Plans Continue to Pay So Little Attention to Student Support?

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

>February – The Mid-point of a school year – report cards & conferences: Another barriers or a challenging opportunity?

****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 from the two National Centers focusing on Mental Health in Schools**

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****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

If you were sent ENEWS indirectly, you can be added to our list at no charge by sending an E-mail request to Listserv@lists.ucla.edu. Leave the subject line blank and in the body of the message type Subscribe mentalhealth-L.

To remove your name from the mailing list, type Unsubscribe mentalhealth-L.

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****EMERGING ISSUE**

>>Why Do School Improvement Plans Continue to Pay So Little Attention to Student Support?

Given growing evidence of a “plateau effect” with respect to achievement test gains, there is increasing concern about what is missing in School Improvement Planning. Stated directly: As schools develop improvement plans, the roles and functions of all staff who provide student and learning supports require major consideration. In many schools, the need to address barriers to learning and teaching is of major import, but critics suggest that this fact is not reflected in the plans that are formulated. They suggest this disconnect helps to explain the plateau effect and the continuing achievement gap. The first question then is: Why is the topic of student/learning support systems given such short shrift in most school improvement plans?

And, even when the matter is discussed in planning, the question arises: Why is the focus mainly on having such staff do what they have traditionally done? The traditional role of student support staff tends to emphasize a narrow, case-oriented approach that results in services for a relatively small number of students; this approach has been criticized as perpetuating a “waiting for failure” climate in schools. It also has been criticized as inadequate to meet the needs of schools with large numbers of students who are not doing well. Clearly, school improvement plans must clarify how a school will respond once a student’s problems are identified. At the same time, however, those concerned about new directions for student support argue that school improvement planning should rethink use of all staff who can provide necessary supports for students. They want such staff to lead the way in enhancing how classroom and school-wide programs address barriers to learning and teaching – including the development of systems for prevention and responding as early after problem onset as is feasible.

What do you think about all this? Send your comments to ltaylor@ucla.edu

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“Our lives begin to end the day we become silent about things that matter.”

Martin Luther King Jr.

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****NEWS FROM AROUND THE COUNTRY**

***SCHOOL BOARD IN PINELLAS COUNTY FLORIDA BARS SUICIDE SCREENING**

“Pinellas County School Board members on Tuesday refused to subject students to suicide screenings, quashing any hope of introducing a controversial mental health plan in two of Florida’s largest school districts. Board members took less than 30 minutes to reject a proposal to change a policy that prohibits surveys such as TeenScreen . . . Their decision met with applause from an audience of nearly 140 people, mostly members of the Church of Scientology, whose adherents have overwhelmed the board with e-mail expressing outrage over the proposal.” (From the Tampa Tribune, Jan 26, 2005, byline Adam Emerson)

***ALL 14 WOMEN SENATORS URGE INCREASE IN AFTERSCHOOL FUNDING**

Last week, a bipartisan group of all 14 of the U.S. Senate’s women sent a letter to President Bush urging him to increase funding for the 21st Century Community Learning Centers (21st CCLC) afterschool initiative in his Fiscal Year 2006 budget proposal. The letter notes that, “increased funding would have a huge impact on the well-being of American children.” Despite increases authorized by the No Child Left Behind Act, the 21st CCLC initiative has been flat-funded for four years.

***COLLABORATIVE CARE HELPS COMBAT TEEN DEPRESSION**

A study by Asarnow, Zeledon, and Lucas reported in the Journal of the American Medical Association (Jan. 19, 2005) suggests that integrating adolescent mental health care into primary-

care practices can result in less severe symptoms and greater satisfaction with care and increase use of mental health services. The researchers compared a group of 211 teens on quality improvement intervention to 207 adolescents receiving standard care. All of the teens were between 13 and 21, and 78 percent were female. All had symptoms of depression. Compared to teens on usual care, about 10 percent fewer teens on the enhanced care reported severe depression after treatment. At six months of follow-up, teens in the intervention program were much more likely to have received mental health care, 32 percent vs. 17 percent for children in standard care. The largest difference was for severe depression. The quality improvement group reported a treatment rate of 31 percent for severe depression, compared to 42 percent for the usual care group. Teens in the quality improvement group were also more likely to receive psychotherapy or counseling than children in the usual care group -- 32 percent compared to 21 percent, respectively. The main components of the enhanced intervention are education programs for doctors, patients and parents, and integration of services so there are mental health-care managers available in primary-care clinics to aid doctors in diagnosing depression and offering psychotherapy. (from HealthDay Reporter – byline Serena Gordon at: <http://www.healthday.com/view.cfm?id=523491>)

***KEY CHANGES IN THE NATION’S SPECIAL EDUCATION LAW**

Key changes “expand options for parents, prevent requiring medication for education services, extend the timeline for teacher certification, reduce the paperwork burden on teachers, reduce litigation, reduce misidentification of non-disabled children being erroneously placed in special education by using a portion of their IDEA funding to provide intervention services to children who have not yet been identified as needing special education but need additional academic or behavioral support.” 1/15/05 The Achiever, U.S. Department of Education

***PUBLIC INVITED TO PROVIDE REGULATION INPUT FOR IDEA GUIDELINES**

Public Meetings are planned to get input and suggestions for developing regulations based on the Individuals with Disabilities Education Act (IDEA) 2004. Dates are: 2/3/05 Columbus, OH; 2/7/05 Boston; 2/11/05 San Diego; 2/15/05 Atlanta; 2/18/05 Laramie, WY; 2/24/05 Washington, DC. Written comments can also be submitted electronically. [Http://www.ed.gov/about/offices/list/osep/idea/public-meetings.html](http://www.ed.gov/about/offices/list/osep/idea/public-meetings.html)

***NEW DESIGN FOR ENHANCING IOWA'S SYSTEMS OF SUPPORTS FOR LEARNING AND DEVELOPMENT**

Iowa's Department of Education working with the Iowa Collaboration for Youth Development has just released a design document intended for policy makers and leaders at the state, regional, and local levels within and outside of the education system who have a compelling interest in the achievement of all students and are seeking effective ways to improve student learning. It introduces a set of new concepts for systems of supports that students need if they are to achieve at high levels. The document calls for rethinking the directions for student supports in order to reduce fragmentation in the system and increase the effectiveness and efficiency by which it operates. The document will soon be online at the Iowa Department of Education website. For now it can be downloaded at: <http://smhp.psych.ucla.edu/pdfdocs/iowasystemofsupport.pdf>

***NATIONAL GOVERNORS REPORT STRESSES STATES’ POLICY ROLE IN ENHANCING SCHOOL READINESS**

“Governors can provide leadership over efforts to promote school readiness and focus the talent and energy of public and private stakeholders on a clear vision and common agenda for young children. In particular, governors can focus on building ‘ready states’ by supporting a coordinated and comprehensive infrastructure for early childhood, integrating data systems and supporting evaluation efforts to inform decisions, and holding decision-makers and stakeholders accountable for measurable results. Finally, governors can provide flexibility to local communities to match resources with needs in exchange for positive child outcomes.” From the

conclusion of “Building the Foundation for Bright Futures: Final Report of the The National Governors Association Task Force on School Readiness.” 1/25/05. [Http://www.nga.org](http://www.nga.org)

***CAN RESILIENCE BE TAUGHT?**

Why do some children bounce back from adversity better than others – and can that quality be taught? A recent article in Time, states “You can’t teach resilience, but researchers have identified some skills – such as developing a sense of autonomy or being a good reader– that increase the chances that a child will become a productive member of society.” 1/17/05 Time <http://www.time.com>

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 the links at <http://smhp.psych.ucla.edu/whatsnew/linkstolatest.htm>.

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“As parents, child care providers and concerned citizens, it is our job to ensure that our youngest and most vulnerable residents are prepared and ready to enter the classroom.”

– Michigan Governor Jennifer Granholm

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

February

The mid-point of a school year – report cards & conferences: Another Barrier or a Challenging Opportunity?

Look at most school calendars for the month of February. They say end of semester report cards, parent-student -teacher conferences, beginning of new semester. What happens at this point is critical in either cementing or altering teacher, parent, and student relationships. This is an especially crucial time for students who have had trouble academically. Most data on school depression surveys and suicide attempts show an increase in the spring semester. Is this seasonal pattern links to the experience of school failure and hopelessness?

Changing negative patterns and cycles is what support for learning is all about. School support staff can play a key role by introducing new approaches and partnering with teachers.

For ideas on how to use this important time to enhance motivation and re-engage students in learning, go to <http://smhp.psych.ucla.edu> and click on “Ideas for Enhancing Support at your School this Month.” There are guides for student-led conferences provided by a middle school.

You might also want to review and share these online documents with school staff:

“Re-engaging Students in Learning”

<http://smhp.psych.ucla.edu/pdfdocs/quicktraining/reengagingstudents.pdf>

“Enhancing Classroom Approaches for Addressing Barriers to Learning”

<http://smhp.psych.ucla.edu/pdfdocs/contedu/cfe.pdf>

See the overview of monthly themes to anticipate and plan most effective use of resources for maximizing the natural opportunities in schools to promote healthy development, build a sense of community, and enhance efforts for prevention.

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

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“Teacher, I don’t want to scare you, but my Dad says if he has to come to school for another conference someone is going to be sent to time-out for a long time.”

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

***CHILDREN’S MENTAL AND PHYSICAL HEALTH**

>The Effectiveness of Whole-School Antibullying Programs: A Synthesis of Evaluation Research (2004). J.D. Smith, B.H. Schneider, P.K. Smith, & K. Ananiadou, School Psychology Review, 33, 547-560.

>Beyond Columbine: A faceted model of school-associated homicide (2005) K. Fritzon & A Brun, Crime and Law, 11, 53-71.

>When bullies grow up (2004) S. Dilts-Harryman, ASCA School Counselor, 42, 28-32.

>Twenty years of progress in violence risk assessment (2005) R. Hanson. Journal of Interpersonal Violence, 20(2) 212-217.

>Conceptual issues in understanding the relationship between suicidal behavior and substance use during adolescence (2004) D. Goldston, Drug and Alcohol Dependence, 76(Supplement 1) S79-91

>Effectiveness of a quality improvement intervention for adolescent depression in primary care clinics, (2005) J. Asarnow, et al, Journal of the American Medical Association, 293(3) 311-319.

>Psychological impact of the Tsunami across the Indian Rim” Terrorism and Disaster Branch of the National Center for Child Traumatic Stress <http://www.NCTSNet.org>. Also online at <http://www.clinicalchildpsychology.org>

>A randomized effectiveness trial of interpersonal psychotherapy for depressed adolescents (2004) L. Mufson, et al. Archives of General Psychiatry, 61, 577-84.

>Correlates of aggressive and delinquent conduct problems in adolescence (2005) S. Barnow, et al, Aggressive Behavior, 31(1) 24-39

>Possibilities of the positive following violence and trauma (2005) A. Ai & C. Park, Journal of Interpersonal Violence, 20(2) 242-250.

>Screening and assessing mental health and substance use disorders among youth in the Juvenile Justice System: A resource guide for practitioners. (2004) T. Grisso & L. Underwood, National Center for Mental Health and Juvenile Justice.
<Http://www.ojjdp.ncjrs.org/publications/pubabstract.asp?pubi=11936>

>A practical clinical approach to diagnosis of Fetal Alcohol Spectrum Disorders: Clarification of the 1996 Institute of Medicine Criteria (2005) H. Hoyme, et al. Pediatrics, 115(1) 39-47

>Childhood and adolescent depression: The role of primary care providers in diagnosis and treatment (2005) L. Richardson & R. Katzenellenbogen, Current Problems in Pediatric and Adolescent Health Care, 35(1)

>Treatment of mental illness and comorbid substance abuse: Concepts for evidence-based practice (2004) C. Kendall, Journal of Addictions Nursing, 15(4) 183-186.

***FAMILY, SCHOOL & COMMUNITY**

>The contributions of community, family, and school variables to student victimization (2004) M. Khoury-Kassabri, et al. American Journal of Community Psychology, 34(3/4) 187-204.

>Multiple Dimensions of Family Involvement and Their Relations to Behavioral and Learning Competencies for Urban, Low-Income Children (2004). J. Fantuzzo, C. McWayne, M.A. Perry, & S. Childs, School Psychology Review, 33, 467-480

>Moving from elementary to middle school: Supporting a smooth transition for students with severe disabilities (2005) E. Carter, et al, Teaching Exceptional Children, 37(3) 8-14.

>Do after school programs reduce delinquency? (2004) D. Gottfredson, et al, Prevention Science 5(4) 253-266.

>Research in special education: Scientific methods and evidence-based practices (2005) S. Odom, et al. Exceptional Children, 71(2) 137-148.

>Family factors associated with attention deficit hyperactivity disorder and emotional disorders in children (2005) G. Lange, et al, Journal of Family Therapy, 27(1) 76

>The impact of violence on urban adolescents (2005) E. Ozer, Journal of Adolescent Research, 20(2) 167-192.

>The importance of schools in rural communities (2005) ASCD Research Brief, 3(2)
<http://www.ascd.org>

>Social environmental factors and preteen health-related behaviors (2005) P. Adelman, Journal of Adolescent Health, 36(1) 36-47.

>Closing the Gap: High achievement for students of color (2004) American Educational Research Association, Research Points, <http://www.aera.net>

>Race, urban community stressors, and behavioral and emotional problems of children with special health care needs (2005) K. Jaffee, et al, Psychiatric Services, 56, 63-69.

>Families at high and low risk for depression (2005) M. Weissman, et al, Archives of General Psychiatry, 62(1) 29-36.

>Promoting positive adult functioning through social development intervention in childhood (2005) J. Hawkins, et al, Archives of Pediatrics & Adolescent Medicine, 159(1) 25-31.

>Resurrecting free play in young children (2005) H. Burdette & R. Whitaker, Archives of Pediatrics & Adolescent Medicine, 159(1) 46-50.

>Adverse events and preventable adverse events in children (2005) D. Woods, et al, Pediatrics, 115(1) 155-160.

>Community programs to promote youth development (2004) National Academies
http://www.bocyf.org/youth_development_brief.pdf.

>A process for developing community consensus regarding the diagnosis and management of attention-deficit/hyperactivity disorder (2005) J. Meschan & M. Earls, *Pediatrics*, 115, 97-104. [Http://www.pediatrics.org/cgi/content/full/115/1/e97](http://www.pediatrics.org/cgi/content/full/115/1/e97)

>School nursing services: Use in an urban public school system (2005) E. Schainker, et al, *Archives of Pediatrics & Adolescent Medicine*, 159(1) 83-87.

>What are the effects of induction and mentoring on beginning teacher turnover? (2004) T. Smith & R. Ingersoll, *American Educational Research Journal*, 41(3) 681-714.

****POLICY, SYSTEMS, LAW, ETHICS, FINANCES & STATISTICS**

>Indicators of school crime and safety, 2004, <http://www.ojp.usdoj.gov/bjs/abstract/iscs04.htm>

>Readiness: School, Family & Community Connections (2004) M. Boethel, Southwest Educational Development Laboratory, <http://www.sedl.org/pubs/catalog/items/fam37.html>

>Structural racism and community building (2004) K. Lawrence, et al, Aspen Institute Roundtable on Community Change. [Http://www.commbuild.org](http://www.commbuild.org)

>Cost-effectiveness of individual versus group psychotherapy for sexually abused girls (2005) P. McCrone, et al, *Child and Adolescent Mental Health*, 10(1) 26

>Adolescent drug use escalation and deescalation (2005) M. Bolognini, et al, *Addiction Research and Theory*, 13(1) 19-33.

>Disproportionate representation of culturally and linguistically diverse students in special education: Measuring the problem (2004) National Center for Culturally Responsive Educational Systems. Online at <http://www.ldonline.org>

>Bullying and peer victimization: Position paper of the Society for Adolescent Medicine (2005) M. Eisenberg & M. Aalsma, *Journal of Adolescent Health*, 36(1) 88-91.

>Positive youth development: A view of the issues (2005) R. Lerner, et al, *Journal of Early Adolescence*, 25(1) 10-16.

>Public costs of better mental health services for children and adolescents (2005) E. Foster & T. Conner, *Psychiatric Services*, 56, 50-55.

>Building and sustaining after-school programs: Successful practices in school board leadership (2005) National School Boards Association. <http://www.nsba.org/edlo>

>Prevention child and adolescent mental disorders: research roundtable on economic burden and cost effectiveness (2004) <http://www.nimh.nih.gov/scientificmeetings/economicroundtable.cfm>

>Federal policy for immigrant children: Room for common ground (2005) *The Future of Children*, http://www.futureofchildren.org/usr_doc/federal_policy_for_immigrant_children.pdf

>Race as biology is fiction, racism as a social problem is real (2005) A. Smedley & B. Smedley, *American Psychologist*, 60(1) 16-26.

>Intoxicants and suicidal behaviour among adolescents: Changes in levels and associations from 1992 to 2002. (2005) I. Rossow, et al, *Addiction*, 100(1) 79-88.

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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“In times of change, learners inherit the earth, while the learned find themselves beautifully equipped to deal with a world that no longer exists.”

Eric Hoffer

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

>Critical Connections in Co-Occurring Treatment, Feb 7-9, Los Angeles, CA. [Http://www.co-connections.com](http://www.co-connections.com)

>Adolescent Health Update, Feb 11, Birmingham, AL. Contact sdodd@peds.uab.edu

>Crossing the Cultural Divide, March 9-11, Washington, DC. [Http://www.cwla.org/conferences](http://www.cwla.org/conferences)

>Second International Conference on Positive Behavior Support, March 10, Tampa, FL
<http://apbs.org/secondconference/confanncmnt.htm>

>Assessing and Treatment Childhood Trauma, March 31-April 1, Honolulu, HI.
[Http://www.fvsai.org](http://www.fvsai.org)

>Making Summer Learning a Priority, April 20-22, Baltimore, MD.
[Http://www.summerlearning.org.](http://www.summerlearning.org)

>Beyond talk: tools and training for advocacy and social action for psychologists, counselors, social scientists, educators, and activists, May 19-22, Portland, OR. [Http://www.psysr.org](http://www.psysr.org)

>Partners for Success: Linking Communities, Families, and Schools, July 18-20, New Haven CT. Contact yale21C@yale.edu

>American School Health Association, October 19-22, Burbank, CA.
[Http://www.ashaweb.org/annual_conferences.html](http://www.ashaweb.org/annual_conferences.html)

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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“It doesn’t matter if you win or lose...until you lose.”

Arthur Bloch

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

>GRANTS

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

**If you want to Surf the Internet for Funds, go to the Quick Find topic page on Financing and Funding at http://smhp.psych.ucla.edu/qf/p1404_02.htm

A few sites and grants of particular interest:

>National Science Foundation, Human and Social Dynamics Due February 9.

<http://www.nsf.gov/pubsys/ods/getpub.cfm?nsf05520>

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

>>Office of Elementary and Secondary Education

>>> Training and Advisory Assistance (84.004D) Due 4/05/05

>>> Comprehensive Centers (84.283B) Due 6/14/05

>>> Comprehensive School Reform Quality Initiative (84.332B) Due 2/18/05.

>>> Early Childhood Educator Professional Development Program (84.349A) Due 4/15/05

>>Office of Safe and Drug Free Schools

>>>Alcohol Abuse Reduction Grants (84.184A) Due 3/15/05

>>>Emergency Response Plans for School Safety Initiative (84.184E) Due 6/28/05

>>>Safe Schools/Healthy Students (84.184L) Due 7/13/05

>>>Grants to States to Improve Management of Drug and Violence Prevention Programs (84.184R) Due 6/28/05

>>>Mental Health (84.215) Due 4/18/05

>>Office of Special Education and Rehabilitative Services

>>>Disability and Rehabilitation Research Projects (84.133A) Due 7/11/05

>>>Knowledge Dissemination and Utilization (84.133A) Due 3/8/05

>>>Mentoring for Transition Age Youth (84.235S) Due 4/7/05

>>>Community Parent Resource Centers (84.328C) Due 4/22/05

*Grantmaking at ED. Answers to your questions at

<http://www.ed.gov/fund/grant/about/grantmaking/>

>Health and Human Services, Health Resources and Services Administration, Maternal and Child Health Programs <http://www.hrsa.gov/grants/default.htm>

>>School Mental Health Program and Policy Analysis Centers (HRSA-05-034) Due 2/3/05.

>>State Agency Partnerships for Promoting Child and Adolescent Mental Health (HRSA-05-071) Due 4/1/05.

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

>>State Adolescent Substance Abuse Treatment Coordination (TI-05-006) Original Due Date 1/12/05. Current Due Date 2/2/05.

>>>Grants to Expand Substance Abuse Treatment Capacity in Targeted Areas of Need (TI-05-003) Original Due Date 1/13/05. Current Due Date 2/26/05.

>Drug Free Communities Support Program Coalition Grants (SM 05-002) Due 3/11

>>>Center for Disease Control and Prevention (<http://www.cdc.gov>) Conference Support Program. Due 2/3/05

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

>>Learning Disabilities: Multidisciplinary Research Centers (RFA-HD-04-027) Due March 11

>Center for Information & Research on Civic Learning and Engagement

Proposals for research that is conducted by young people. <Http://www.civicyouth.org> Due March 31.

CALLS FOR PAPERS AND PROPOSALS

>American School Health Association Conference program applications due Feb 11.
[Http://www.ashaweb.org/annual_conferences.html](http://www.ashaweb.org/annual_conferences.html)

>Special Issues of Educational and Child Psychology: Community Psychology
Theoretical and practical implications for educational psychologists. Due 2/1/05.
Contact: phil.stringer@hants.gov.uk

>Special Issue on Systems Change for the American Journal of Community Psychology.
Abstracts due 2/18/05. Contact fosterfi@msu.edu

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“Sometimes it takes several years to recognize the obvious.”

Arthur Bloch

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

^^ ^ Updates from our Center at UCLA

>New Resources Online (Note: As with all of our materials and resources, we are eager to have input about any additions or modifications you might recommend.)

*Quick Find on Mental Health in Schools in Other Countries at
<http://smhp.psych.ucla.edu/qf/mhinternational.html>
We have begun a process to feature what other countries are doing related to mental health in schools. This Quick Find is just the beginning; it will be expanded over the next six months as we gather more info.

*Autism Spectrum Disorders and the Role of Schools
Provides a resource for school and mental health partners to integrate special education and community perspectives and interventions.

>Revised

*About Infrastructure Mechanisms for a Comprehensive Learning Supports Component
(Continuing Education Brief Reading: Revised January, 2005)

*Developing Resource-Oriented Mechanisms to Enhance Learning Supports
(Continuing Education: Revised January, 2005)

*New Directions for Student Support: Rethinking Student Support to Enable Students to Learn and Schools to Teach (Resource Aids: Revised January, 2005)

*Resource Oriented Teams: Key Infrastructure Mechanisms for Enhancing Education Supports (Center Report: January, 2005)

*Restructuring Boards of Education to Enhance Schools Effectiveness in Addressing Barriers
to Student Learning. (Executive Summary: December, 2004)

>New Directions for Student Support Initiative

As the initiative evolves, we report on ways in which different states are proceeding. This month we note that the Indiana steering group has identified co-chairs to lead the state initiative on New Directions for Student Support and has identified a major liaison person at the State Dept. of Education. While email planning continues, a face-to-face meeting of the state steering group is set for March.

Preparations for Summits in New York and in Iowa are proceeding. The Iowa meeting will dovetail with the implementation of the new state design document "Developing Our Youth: Fulfilling a Promise, Investing in Iowa's Future. Enhancing Iowa's Systems of Supports for Development and Learning" The document will soon be online at the Iowa Department of Education website. For now it can be downloaded at:

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

>Outreach to School Leaders

We are sending a range of materials to key leaders in school districts, including school boards, to expand the network of partners in school systems who are concerned about strengthening learning supports. This outreach is part of creating readiness for moving learning supports into the strategic planning of schools and strengthening the voice of personnel who provide learning support programs. If you have any wisdom to share about such outreach or if you have specific names of those we should be including in efforts to mobilize school leaders, please let us know. Ltaylor@ucla.edu.

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 Assistance"

>>Mark Your Calendar for the 10th Annual Conference on Advancing School-Based Mental Health, October 13-15, 2005 at the Renaissance Cleveland Hotel in Cleveland, Ohio. — see flyer at http://csmha.umaryland.edu/annual_flyer_2005.doc

FOR OTHER UPDATES FROM CSMHA, see their website at <http://csmha.umaryland.edu> for resources and information. Or contact Mark Weist, Director, CSMHA, University of Maryland at Baltimore, Department of Psychiatry, 737 W. Lombard St., 4th Floor, Baltimore, MD 21201. (Note that this is a new address) Toll free phone: 888-706-0980. Email csmh@umpsy.umaryland.edu

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"Don't ask what the world needs, ask what makes you come alive, and go do it. Because what the world needs is people who have come alive."

Rev. Howard Thurman

"Every great advance in natural knowledge has involved the absolute rejection of authority."

Arthur Bloch

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**** OTHER HELPFUL RESOURCES**

>Children & Families Subcommittee Report, President's New Freedom Commission on Mental Health at http://www.mentalhealthcommission.gov/subcommittee/sub_chairs.htm

>Service-Learning Student's Guide & Journal at <http://www.Servicelearn.com>

>Co-constructing Family Involvement, Harvard Family Research Project, at <http://www.gse.harvard.edu/hfrp/content/eval/issue28/winter2004-2005.pdf>

>The School Psychologist, publication of the American Psychologist Association Division of School Psychology at <http://www.indiana.edu/~div16/psychologist.htm>

>The challenges of building local collaboratives for sustaining educational improvement. <Http://www.rand.org>

>Family Strengthening Policy Center. <Http://www.nassembly.org/fspc/practice/practices.html>

>National Center for Mental Health Promotion and Youth Violence Prevention. <Http://www.promoteprevent.org/>

>Low income mothers coming to primary care: depression and reports of problems with their children. <Http://www.rtc.pdx.edu/phpcountdtpdf.php>

>Defining Family Driven Care, Research and Training Center on Family Support and Children's Mental Health. <Http://www.rtc.pdx.edu/pgFeaturedDiscussions.php>

>"A lexicon of Learning: What educators mean when they say..." <Http://www.ascd.org>

>Practice parameter for psychiatric consultation to schools, American Academy of Child and Adolescent Psychiatry. <Http://www.aacap.org/whatsnew/index.htm>

>Innovation Center for community and youth development. <Http://www.theinnovationcenter.org>

>Making Space Making Change: Profiles of Youth-led and Youth-driven organizations. <Http://www.movementstrategy.org/research.html>

Note: for access to a wide range of relevant websites, see our Gateway to a World of Resources at <http://smhp.psych.ucla.edu>

****TRAINING AND JOB OPPORTUNITIES**

<Postdoctoral Fellowship>

Violence Prevention in Communities of Color, Centers for Disease Control and Prevention. Atlanta GA. Deadline 2/15/05. Contact bmarin@cdc.gov

<Education Coordinator>

To advance social emotional and character education in schools. Center for Social Emotional Education, NY, NY. See <http://www.csee.net>

<Postdoctoral Fellowship>

School Based Mental Health, Department of Psychology, Ohio University, Athens, OH. Contact owensj@ohio.edu

<Family Intervention>

Post Doctoral and Multi-Site Research Coordinator Position. Center for Family Intervention Science, The Children's Hospital of Philadelphia, University of Pennsylvania School of Medicine, Philadelphia, PA. Contact gdiamond@psych.upenn.edu

<Project Director>

National Association of State Directors of Special Education, Project Forum. See <http://www.nasdse.org>

For more information on employment opportunities, see <http://smhp.psych.ucla.edu>. Go to Site Map and scroll down to jobs. Following the listing of current openings, you will see links to HRSA, SAMHSA, and other relevant job sites.

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"There is no job so simple that it can't be done wrong."

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****Comments/Requests/Info/Questions from the Field**

>Request for assistance from our colleagues at Yale: "The School of the 21st Century at Yale University is undertaking efforts to assist teachers, parents, and schools in being adequately prepared to prevent and treat mental health problems in children within the classroom. We would appreciate it if you could share your views, experiences, and any information you may have in a very brief survey located on our website: <http://www.yale.edu/21c/surveymh.html>."

>Resources touted:

>>McLean Hospital and Children's Hospital Boston have produced "An Adolescent Mental Health & Wellness Curriculum: A Starter Kit for Schools." Editors are David DeMaso and Joseph Gold. Comment from the Field: "I believe it is different and valuable for school based mental health programs." For more information contact rwanthony@comcast.net."

>>"We have a mental health program for adolescents who are deaf and hard of hearing with behavioral and psychiatric issues. We hope you will let others know about this resource. Website <http://www.yfcs.com>."

>Response to last month's emerging issue

"think the gov't could encourage employers to allow the option for employees to work 4 days/week with full time benefits with the expectation that employees would volunteer in schools or literacy centers or some other community service 4-8 hours a week. A community service day that is supported in kind by employers/gov't. Employers could get a tax break. (I don't know how to do the incentive) I just know we need more tutors/community service time and people who can to give a hand up to others outside of the 40 hr work week as it is now. This could enrich everyone for those interested."

Note: The emerging issues and responses are online on the Center website at <http://smhp.psych.ucla.edu>. Click on Net Exchange. If you want to add your response to any of the issues or practitioner concerns, send them to ltaylor@ucla.edu.

THIS IS THE END OF THIS ISSUE OF ENEWS

Below is a brief description of our Center at UCLA For more see our website at <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, facilitating networking and exchanges of ideas, and strategic efforts to advance the field. We demonstrate the catalytic use of technical assistance, internet publications, resource materials, and local, state, 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 policy and program analyses, model development and implementation, and capacity building. We focus on interventions and 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:
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; Website: <http://smhp.psych.ucla.edu>