

ENEWS: A Monthly Forum for Sharing and Interchange

January, 2006 (vol. 10 #4)

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

>Deviant Peer Contagion

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

>January – New Year's Resolutions – A Time for Renewal; A New Start for Everyone

**Recent Publications relevant to

>Children's Mental and Physical Health

>Family, School & Community

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

**Upcoming Initiatives, Conferences & Workshops

**Calls for Grant Proposals, Presentations & Papers

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

**Other Helpful Resources

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

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

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

To subscribe/unsubscribe to ENEWS, go to:

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

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

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****EMERGING ISSUE**

>>Deviant Peer Contagion

Researchers are starting to stress what school staff have long worried about: the increasing levels of deviancy associated with concentrated groupings of aggressive students. As Dishion & Dodge note: "The influence of deviant peers on youth behavior is of growing concern, both in naturally occurring peer interactions and in interventions that might inadvertently exacerbate deviant development." (See their recent article: "Peer Contagion in Interventions for Children and Adolescents: Moving Towards an Understanding of the Ecology and Dynamics of Change" in the Journal of Abnormal Child Psychology.) Such a contagion effect has relevance for student

groupings that result from grade retention and zero tolerance policies, alternative school assignments, special education diagnoses and placements, and more. Concerns have been raised that the resulting student groupings exacerbate negative outcomes such as increased misbehavior at school, neighborhood delinquency, substance abuse, and dropping out of school.

Is this a major concern for schools in your area? Where do you stand on this? Send your comments to ltaylor@ucla.edu and we will integrate and share them in next month's ENEWS.

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"It's a rare policy-maker who actually reads a scientific journal. They read summaries of research put together by think tanks. Think tanks have become advocates, and that is causing less good research to be utilized for the formation of public policy, but rather as a justification for policy that already exists."

Wade Horn

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****NEWS FROM AROUND THE COUNTRY**

***MENTAL HEALTH FOR HURRICANE SURVIVORS**

The U.S. Dept. of Health and Human Services is encouraging "adults, parents and caregivers, and first responders to consider seeking mental health services if they are still showing signs that they have been psychologically impacted by recent hurricanes." Concerned parties "are encouraged to take time to check in on how they and their families are doing and call a confidential toll-free number (1-800-789-2647 for adults/parents and 1-800-273-TALK for first responders.)" HHS News release. [Http://www.hhs.gov/news](http://www.hhs.gov/news)

***FLORIDA MAY QUIT FAILING 9TH-GRADERS**

"Too many students get frustrated by their first year of high school, Florida's education commissioner argues. More students are retained in that grade than in any other, and more students drop out at that point. Those statistics are elevating ninth grade to a front-burner issue in Florida and nationally." St. Petersburg Times (12/14/05) [Http://www.sptimes.com](http://www.sptimes.com)

***STUDENT DRUG SURVEY REPORTS A MIXED PICTURE**

While the 2005 survey showed a continuing general decline in drug use, there are continued high rates of non-medical use of prescription medications, especially opiod painkillers. As reported in the *New York Times*: "Alcohol use and cigarette smoking among teenagers are at historic lows, but the number of high school students abusing prescription drugs like Oxycontin is rising, and sedative abuse is at its highest in 26 years, according to an annual Monitoring the Future study. Asked whether they had used tranquilizers, barbiturates or sedatives for nonmedical use in the last year, 14% of high school seniors, 11% of 10th graders, and 7% of 8th graders said yes, according to the report. Officials noted that the prescription drugs were much more widely available than illegal drugs. But they also spoke of a cultural shift; teenagers have grown up in a world where it is routine to reach for a prescription bottle to enhance performance, to focus better in school or to stay awake or calm down." The full report can be accessed from the National Institute of Drug Abuse <http://monitoringthefuture.org>

***SCHOOL NURSES: PROVIDING INTENSIVE CARE**

The National Association of School Nurses estimates that only 40,000 health professionals practice in the nation's schools. And, they are attempting to look after the 54 million children in elementary, middle, and high schools. School nurses report they are dealing with a wide range of chronic illnesses and counseling issues. This includes increases in behavior and learning problems. The situation has raised troubling questions about the care of students in the many schools with no health professional on site. "The school nurse used to be all Band-Aids and iodine," says Michael Venutolo, supervisor of athletics and school nurses for the Jersey City School District. "Now, it's a multitask office. Every one of my nurses is like a mother, father, confessor -- and, in most instances, they're the primary health care provider for the students in our district."

http://www.edutopia.org/magazine/ed1article.php?id=Art_1424&issue=dec_05

***CENTER FOR RURAL EDUCATION ESTABLISHED**

The U. S. Department of Education has created the Center for Rural Education to address challenges facing rural schools and named former U. S. Commissioner of Education, William L. Smith as its director. Press Release (12/16/05) [Http://www.ed.gov](http://www.ed.gov)

***NAEP 2005 TRIAL URBAN DISTRICT ASSESSMENT RESULTS**

The National Assessment of Educational Progress has reported on the performance of 4th and 8th graders in 11 large urban school districts. “For 4th graders, the percentage scoring at or above Proficient in reading increased in one district from 2003 to 2005; percentages at or above Basic and average scores did not change in any of the districts. There were no changes in the score gaps between White students and their Black or Hispanic counterparts in math or reading at 4th grade. For 8th graders, there were no significant differences in the percentages performing at or above Basic or at or above Proficient in any district.” Full results from the National Center for Education Statistics at <http://www.nationsreportcard.gov>

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“Teachers have more contact with adolescents than many other adults, perhaps even including parents and guardians. Thus, for many troubled youth ... grappling with unmet psychosocial needs – the protective value of teacher connectedness may be critical.”

Dexter Voisin
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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>

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

>>January: New Year’s Resolutions – A Time for Renewal; A New Start for Everyone

The beginning of a new calendar year is a time for “taking stock” about what’s been working and what hasn’t. It’s a time to plan how to build on strengths and make some changes.

Here are five “resolutions” for support staff and teachers to consider:

(1) Resolve to make the first day back special. This is the time for support staff and teachers to take special steps to individually greet and welcome back each students and especially those who need to be re-engaged in the learning process. (For ideas on welcoming, see the Center’s Quick Find on Transitions at http://smhp.psych.ucla.edu/qf/p2101_01.htm)

(2) Resolve to follow through: be prepared to help the identified students re-engage in positive activities and learning. Be sure to look at a broad range of contributing causes to problems. Focus on changes in the classroom and school environment that might reduce commonly occurring problems in a cost effective way. (For more ideas, see the Center’s Quick Find on Motivation at <http://smhp.psych.ucla.edu/qf/motiv.htm>)

(3) Resolve to reach out to create more collaborative and mutually supportive ways to team with others at the school, in the district, and in the community. (For more ideas on this, see the Quick Find on School and Community Collaboration at http://smhp.psych.ucla.edu/qf/p1201_01.htm)

(4) Resolve to develop mutually supportive relationships with families. (For more on this, see the Quick Find on Parent/Home Involvement in Schools at <http://smhp.psych.ucla.edu/qf/homework.htm>)

(5) Resolve to take care of yourself. (For some ideas about minimizing staff burnout, go to the Quick Find on Burnout at <http://smhp.psych.ucla.edu/qf/burnout.htm>)

Working Together to Turn Resolutions into Actions

For school's that don't already have one, forming a Learning Supports Coordinating Team can help enhance how resources are used at the school to make it possible to follow through on the above resolutions. Such a group can help a school become more proactive in anticipating and preventing many problems. The team does this by reviewing all resources the school is using to support learning with a view to analyzing effectiveness, redeploying resources to enhance good outcomes, and mobilizing staff, students, and families to work effectively together. (See "Developing Resource-Oriented Mechanisms to Enhance Learning Supports" at http://smhp.psych.ucla.edu/pdfdocs/contedu/developing_resource_oriented-mechanisms.pdf)

For more on anticipating the natural opportunities for strengthening learning support that occur over the course of the school year, see "Ideas for enhancing support at school this month" at <http://smhp.psych.ucla.edu>

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"It may ... be putting the cart before the horse to spend a lot of money to create large-scale screening programs when there aren't sufficient facilities to deal with kids."

Eric Caine

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

***Children's Mental and Physical Health**

>A prospective study of posttraumatic stress and depressive reactions among treated and untreated adolescents 5 years after a catastrophic disaster (2005) A. Goenjian, et al, American Journal of Psychiatry, 162: 2302-2308.

[Http://ajp.psychiatryonline.org/cgi/content/abstract/162/12/2302?etoc](http://ajp.psychiatryonline.org/cgi/content/abstract/162/12/2302?etoc)

>Resiliency is not enough: Young children and the rebuilding of New Orleans (2005) O. Golden & M. Turner, Urban Institute. [Http://www.urban.org/url.cfm?ID=900900](http://www.urban.org/url.cfm?ID=900900)

>Resilient Children: Literature Review and Evidence from the HOPE VI Panel Study (2005) E. Cove, et al, Urban Institute. [Http://www.urban.org/url.cfm?ID=411255](http://www.urban.org/url.cfm?ID=411255)

>Peer activity in the evenings and participation in aggressive and problem behaviors. (2005) J. Gage, et al, Journal of Adolescent Health, 37(6) e7-e14.

[Http://www.jahonline.org/article/PIIS1054139X04004689/abstract](http://www.jahonline.org/article/PIIS1054139X04004689/abstract)

>Can collaboration between education and health professionals improve the identification and referral of young people with eating disorders in schools? A pilot study (2006) L. Rees & S. Clark-Stone, Journal of Adolescence, 29 (1) 137-151. [Http://www.sciencedirect.com](http://www.sciencedirect.com)

>Childhood risk factors: Longitudinal continuities and eating disorders (2005) N. Michali, Journal of Mental Health, 14(6) 567-574. [Http://journalonline.tandf.co.uk/](http://journalonline.tandf.co.uk/)

>Pathologic hairpulling, skin picking, and nail biting (2005) A. Bohne, et al, Annals of Clinical Psychiatry, 17(4) 227-232. [Http://journalonline.tandf.co.uk/](http://journalonline.tandf.co.uk/)

>Comorbidity of obsessive-compulsive disorder and attention-deficit/hyperactivity disorder in referred children and adolescents (2006) G. Maej, et al, Comprehensive Psychiatry, 47, (1) 42-47. [Http://www.journals.elsevierhealth.com](http://www.journals.elsevierhealth.com)

>Depression and role impairment among adolescents in primary care clinics (2005) J. Rosenbaum, et al, Journal of Adolescent Health, 37 (6) 477-483. [Http://www.sciencedirect.com](http://www.sciencedirect.com)

***Family, School & Community**

>Participation in clubs and groups from childhood to adolescence and its effects on attachment and self-esteem (2006) R. McGee Et al, Journal of Adolescence, 29 (1) 1-17.

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

>A prevention model for children at risk for learning disabilities (2005) S. Lange, et al, The School Psychologist, 59(4) 140-145. [Http://www.indiana.edu/~div16/](http://www.indiana.edu/~div16/)

>Test accommodations for students with disabilities: An analysis of the interaction hypothesis (2005) S. Sireci, et al, Review of Educational Research, 75(4) 457-490.

[Http://ojs.aera.net/journals/rer](http://ojs.aera.net/journals/rer)

>The prevalence of teachers who bully students in schools with differing levels of behavioral problems (2005) S. Twemlow & P. Fonagy, American Journal of Psychiatry, 162: 2387-2389. [Http://ajp.psychiatryonline.org/cgi/content/abstract/162/12/2387?etoc](http://ajp.psychiatryonline.org/cgi/content/abstract/162/12/2387?etoc)

>Childhood residential mobility and multiple health risks during adolescence and adulthood: the hidden role of adverse childhood experiences (2005) M. Dong, et al, Archives of Pediatrics and Adolescent Medicine, 159 (12) 1104-1110.

[Http://archpedi.ama-assn.org/cgi/content/abstract/159/12/1104?etoc](http://archpedi.ama-assn.org/cgi/content/abstract/159/12/1104?etoc)

>A Report to the Nation: Smart & good high schools – Integrating excellence and ethics for success in school, work, and beyond (2005) T. Lickona & M. Davidson, Cortland, NY: Center for the 4th and 5th Rs (Respect & Responsibility)/Washington, D. C.: Character Education Partnership. [Http://www.cortland.edu/character](http://www.cortland.edu/character) and <http://www.character.org>

>Brief interventions and motivational interviewing with children, adolescents, and their parents in pediatric health care settings: A review (2005) S. Erickson, et al, Archives of Pediatrics & Adolescent Medicine, 159 (12) 1173-1180.

[Http://archpedi.ama-assn.org/cgi/content/extract/159/12/1173?etoc](http://archpedi.ama-assn.org/cgi/content/extract/159/12/1173?etoc)

>The relationship between life satisfaction, risk-taking behaviors and youth violence (2005) J. Macdonald, et al, Journal of Interpersonal Violence, 20 (11) 1495-1518. <http://jiv.sagepub.com/>

>Race, genetics, and health disparities: A community resilience approach to reducing ethnic and racial disparities in health (2005) R. Davis, et al, American Journal of Public Health 95(12) 2168-2173. [Http://www.ajph.org/cgi/content/abstract/95/12/2168](http://www.ajph.org/cgi/content/abstract/95/12/2168)

>Social disadvantage and adolescent stress (2005) E. Goodman, et al, Journal of Adolescent Health, 37(6) 484-492. [Http://www.sciencedirect.com/](http://www.sciencedirect.com/)

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

>State approaches to promoting young children's healthy mental development: A survey of medicaid, and maternal and child health, and mental health (2005) J. Rosenthal & N. Kaye, National Academy for State Health Policy.

http://www.cmwf.org/publications/publications_show.htm?doc_id=325120

>Spending smarter: A funding guide for policymakers and advocates to promote social and emotional health and school readiness (2005) K. Johnson & J. Knitzer, National Center for Children in Poverty. [Http://nccp.org/pub_ssf.html](http://nccp.org/pub_ssf.html)

>Disparities in mental health treatment in U. S. racial and ethnic minority groups: Implications for psychiatrists (2005) S. Aidjian & W. Vega, Psychiatric Services, 56: 1600-1602.

[Http://ps.psychiatryonline.org/cgi/content/full/56/12/1600?etoc](http://ps.psychiatryonline.org/cgi/content/full/56/12/1600?etoc)

>National efforts to bring reform to scale in high-poverty schools: Outcomes and implications

(2005) G. Borman, Review of Research in Education, 29, 1-28.
<http://www.aera.net/publications/?id=320>

>Measuring academic proficiency under the No Child Left Behind Act: Implications for educational equity (2005) J. Kim & G. Sunderman, Educational Researcher, 34(8) 3-13.
<http://www.aera.net/publications/?id=317>

>Improving the quality of health care for mental and substance-use conditions: Quality chasm series (2005) Institute of Medicine. <Http://www.iom.edu/report.asp?id=30836>

>Characteristics of U. S. 15 year old low achievers in an international context (2005) National Center for Education Statistics. <http://nces.ed.gov/pubsearch/pubsinfo.asp?pubid=2006010>

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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“Do you like going to school?”

“Sure, going’s fine, it’s staying that’s the problem.”

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

>Creating Opportunities to Learn: A Forum for Addressing Disproportionality, 2/15-17, Denver, CO. <Http://www.nccrest.org/events/disproportionality.html>

>Association of Maternal & Child Health Programs, 3/4-8, Arlington, VA.
<Http://www.amchp.org>

>Latino Students: Promoting Access and Success, 3/30-31, San Diego, CA.
<Http://www.innovativeeducators.org>

>Coalition for Community Schools National Forum, 6/14-16, Baltimore, MD.
<Http://www.communityschools.org>

>Effective work in schools: A national community of practice on school mental health, 9/28-30, Baltimore, MD. <Http://csmha.umaryland.edu/conference/>

*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 information to ltaylor@ucla.edu

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“The ultimate solutions to problems are rational; the process of finding them is not.”

W. Gordon

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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>)
 - >Parent Training & Information Centers (110705-002) Due 1/12/06
 - >Center on High Quality Personnel in Inclusive Preschool Settings (120805-001) Due 1/30/06
 - >Center to Support Technology Innovation for Students with Disabilities (121305-002) Due 2/2/06
- >>National Institute of Justice
 - >Violence Prevention Programs (SL000732) Due 2/24/06
<http://www.ncjrs.gov/pdffiles1/nij/sl000732.pdf>
- >>Center for Disease Control and Prevention (<http://www.cdc.gov>)
 - >National Programs to Build the Capacity for Societal Institutions that Influence Youth Behavior (CDC-RFA-DP06-601) Due 1/9/06
 - >Grants for Violence-Related Injury Prevention Research: Youth Violence, Suicidal Behavior, Child Maltreatment, Intimate Partner Violence, and Sexual Violence. Due 2/1/06
 - >Enhancing State Capacity to Address Child and Adolescent Health through Violence Prevention. Due 2/14/06
 - >Coordinating Center for the National Academic Centers of Excellence on Youth Violence Prevention. Due 2/14/06
 - >Using Technology to Augment the Effectiveness of Parenting Programs in the Prevention of Child Maltreatment. Due 3/19/06
- >>Substance Abuse and Mental Health Services Administration (<http://www.samhsa.gov>)
 - >Knowledge Dissemination Conference Grants (PA-06-001) Due 1/31 and 10/31

Call for Papers

>Journal of Youth Development: Bridging Research and Practice, a new multidisciplinary applied research and practice on-line journal focused on the development of school-aged youth through the transition to adulthood (ages 6-22). Funded from the National 4-H Leadership Trust. Manuscripts accepted anytime. Deadline for consideration in the Fall issue is March and Spring issue is September 15. For information contact the editor, Patricia Dawson at Patricia.dawson@oregonstate.edu

>Special Issue on Mental Health Self-Help, American Journal of Community Psychology. 500 word prospectus due Feb. 1. Email them to Louis Brown at ldbrown@jhsph.edu

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“Education is a social process. Education is growth. Education is not a preparation for life; education is life itself.”

John Dewey

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

^^^ Updates from our Center at UCLA

>New Center Report

“Systemic Change for School Improvement: Designing, Implementing, and Sustaining Prototypes and Going to Scale” – another in a series of reports focused on moving new directions for student support into school improvement efforts. You can access the report online at <http://smhp.psych.ucla.edu/pdfdocs/systemic/systemicreport.pdf>

>Watch for

“Mental Health of Children and Youth and the Role of Public Health Professionals” in
Public Health Reports, Vol. 121, No. 3 (May/June 2006)

- >New Directions for Student Support National Initiative – Update
 - >New Jersey statewide summit is scheduled for January 30 – for info contact
ltaylor@ucla.edu
 - >Preconference workshop at the Texas state Safe and Drug Free School Conference in
Galveston on Feb. 12 – open enrollment
 - >Keynote and workshop at the California School Psychologists meeting in Monterey, CA on
Feb. 16

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

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Phone (310) 825-3634; Toll Free (866) 846-4842; Fax (310) 206-8716
Email: smhp@ucla.edu

^ ^ ^ For information from our sister center, the Center for School Mental Health Analysis
and Action, see <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, 21201. Toll Free phone: 888-706-0980. Email csmh@umpsy.umaryland.edu

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“To a certain extent, a school leader’s effectiveness in creating a culture of sustained change will
be determined by the leaders he or she leaves behind. “

Michael Fullan

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****OTHER HELPFUL RESOURCES**

>Youth Program Quality Assessment Instrument. Available from the High/Scope Educational
Research Foundation (<http://youth.highscope.org>)

>Moving On: Analysis of Federal Programs Funding Services for Transition-Age Youth with
Serious Mental Health Conditions. Bazelon Center.
<Http://www.bazelon.org/publications/movingon/>

>Measuring violence-related attitudes, behavior, and influences among youths: A compendium
of assessment tools (second edition). National Center for Injury Prevention and Control.
<Http://www.cdc.gov/ncipc/pub-res/measure.htm>

>Knowledge Path: Spanish-Language Health Resources. Materials and Child Health Library.
Http://www.mchlibrary.info/KnowledgePaths/kp_spanish.html

>National Veterans Foundation toll free helpline for troops, veterans, and their families (888-
777-4443)

>The EDA Bullying Workbook” a workbook on bullying, self-esteem, life skills, and character
development. <Http://hometown.aol.com/kthynoll/howorder.htm>

>Teen Suicide Prevention. State Health Lawmakers’ Digest. National Conference of State
Legislatures. Fall, 2005. <Http://www.ncsl.org/programs/health/forum/shld/55.htm>

>Intergenerational Relationships: Grandparents Raising Grandchildren.

[Http://www.aarp.org/research/international/perspectives/nov_05_grandparents.html](http://www.aarp.org/research/international/perspectives/nov_05_grandparents.html)

>Out of School Time Conference Presentations.

[Http://www.gse.harvard.edu/hfrp/projects/afterschool/conference/](http://www.gse.harvard.edu/hfrp/projects/afterschool/conference/)

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

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****TRAINING AND JOB OPPORTUNITIES**

<Special School Project Staff Member>

“I am on a planning committee that is currently working with the local school system in an effort to develop a mental health in schools program in Cobb County Georgia (north suburbs of Atlanta). I have been charged with locating possible referrals for an individual that may be able to provide technical assistance to our project. We are looking to contract with someone that would be able to assist in completion of resource mapping and school-community-family collaborative self-studies in the areas in and around the identified high school and feeder schools,, and to assist with the review of current policies, procedures, and services for students and families to ensure linguistic appropriateness and cultural competence. Contact: Monica Saxby Parker, MA, Next Steps Outpatient Manager, Cobb County Community Services Board 1650 County Services Pkwy, Marietta, GA 30008 770/514-2438 mparker@cobbcbs.com

<Coordinator Positions>

Macklenburg County’s System of Care for children and families. Charlotte, NC
Special Projects Coordinator (State Liaison); Resource Development Coordinator; Clinical Director. Applications must be submitted through the county website at <http://jobs.co.mecklenburg.nc.us/>

<Faculty>

Clinical Assistant Professor of School Psychology, The University of Alabama, Tuscaloosa, AL.
Review of applications will begin 1/15/06. Contact Clinical School Psychology Search Committee, College of Education, Box 870231, The University of Alabama, Tuscaloosa, AL 35487-0231

<Research Assistant>

Annie E. Casey Foundation, Baltimore MD. Deadline 2/5/06. [Http://www.aecf.org](http://www.aecf.org)

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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“Every exit is an entry somewhere else.

Tom Stoppard

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

>Sharing: “*Adolescent Mental Health Handbook* was developed over 2 years by a partnership that included the Mental Health Association of Greater Chicago, the Illinois Juvenile Research Foundation at the University of Illinois at Chicago, Bristol Myers Squibb, and 6 pilot high schools of the Chicago Public Schools. If kids mental health is not right, we cannot expect them to do well in school, have good relationships, and be content. The Handbook includes explanation of the 14 most common disorders that present in adolescents, management tips for each disorder, a summary of the tips for quick reference, a medication table and explanation, and a resource page with sites that have maned phone lines for every disorder. As

requested by the teacher and counselor reviewers, it is short, only 54 pages. We have a field tested training program with case studies, silent discussion and a mental health bingo game for both the non-clinician program and the student 15 week curriculum.” From: Martha T. Schriver, Executive Director, Mental Health Association of Greater Chicago, 125 S. Clark Street, Suite 1820, Chicago, IL 60603 Ph: 312 781-7780 Fax: 312 920-9569 mschriver@MHAGC.net

Sharing: “Gift From Within is an educational nonprofit organization for trauma survivors and their families. DVD & Video Education Programs include “Recovering from traumatic events: The healing Process” and “Explaining PTSD is part of treating PTSD: Lessons for Mental Health Professionals. See the website at <http://www.ptsdinfo.org>

Responses and Resources related to last month’s emerging issue “The 65% Solution.”

Response: “In New Jersey we have a district ‘rating’ process that falls into the same trap as the so-called ‘65% funding solution.’ The state reports annually on how much each district spends on administration vs. classroom, and unfortunately excludes expenses for guidance counselors, student assistance counselor, Intervention & Referral Services Teams (general education at risk assessment and intervention), Child Study Teams (special education evaluation and assistance), etc. from the calculation of classroom expenditures even if at least some of those services are provided in the classroom or are provided to teachers to help them address student needs in the classroom. Since the research shows so markedly that student support services are critical to student achievement, it is troubling that funding for such services is sometimes seen as an add-on.”

Response: “No amount of materials, supplies and teachers are going to truly help a child if he or she is not ready to learn. We have to remember that we are talking about living, breathing, feeling children, not just vessels into which we pour knowledge.” See the article at <http://www.asbj.com/2005/08/0805ASBJvail.pdf> .

Formal Analysis: “The Issues and Implications of the 65 Percent Solution” at School Matters: A Service of Standard & Poor’s at <http://www.schoolmatters.com> “Standard & Poor’s analysis reveals that there is no minimum spending allocation that is a “silver bullet” solution for improving student achievement. Spending more on instruction is generally thought to help raise test scores; however, the data reveal no significant relationship between instructional spending at 65% or any other level and student performance. While the data do not support mandating a minimum instructional spending threshold applied uniformly across all districts, monitoring the percentage districts allocate to instruction is a useful benchmark in assessing the district’s return on resources. To that end, the definitional debate surrounding the 65 Percent Solution is instructive in defining that ratio. As policymakers search for ways to ensure that districts are minimizing inefficiencies and optimizing the effectiveness of their resources, transparent data reporting is an essential first step. Additionally, examining how the most resource-effective districts (i.e., high achieving, lower spending districts) have allocated their instructional resources will offer invaluable insights into the particular instructional activities that tend to result in higher student performance.”

THIS IS THE END OF THIS ISSUE OF ENEWS

See below for source identifying information

Who Are We?

Under the auspices of the School Mental Health Project in the Department of Psychology at UCLA we established a Center for Mental Health in Schools in 1995. The Project and Center are co-directed by Howard Adelman and Linda Taylor. The UCLA Center is one of two national centers first funded in October, 1995, by the Office of Adolescent Health, Maternal and Child Health Bureau (Title V, Social Security Act), Health Resources and Services Administration (Project #U45MC00175). In open competition, both Centers were refunded in 2000 and 2005 for 5 year cycles with Substance Abuse and Mental Health Services Administration's Center for Mental Health Services joining HRSA as a co-funder. As sister Centers, the Center at UCLA and the one at the University of Maryland focus on advancing efforts to enhance how schools address mental health and psychosocial concerns. A description and evaluation of the Center's work and impact is available at <http://smhp.psych.ucla.edu>

For more information about the Center or about ENEWS, contact Center Coordinator Perry Nelson or Center Co-Directors Howard Adelman and Linda Taylor at:
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