

# ENEWS: A Monthly Forum for Sharing and Interchange

March, 2005 (vol. 9 #6)

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

>U.S. Department of Education Proposes Eliminating Many Programs

\*\*News from Around the Country

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

>March – Reducing Stress; Preventing Burnout

\*\*Recent Publications relevant to

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>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

\*\*Other Helpful Resources

\*\*Training & Job opportunities (including fellowships and scholarships)

\*\*Comments/Requests/Information/Questions from the Field

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To post messages to ENEWS, E-mail them to [ltaylor@ucla.edu](mailto: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](mailto:smhp@ucla.edu), asking to be added to the ENEWS listserv.

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**\*\*EMERGING ISSUE**

>U.S. Department of Education Proposes Eliminating Many Programs

The 2006 budget request for the Department of Education proposes to eliminate or consolidate funding (almost \$4.3 billion) for a variety of categorical programs. Examples of some of the programs on the list for elimination are: Alcohol Abuse Reduction, Comprehensive School Reform, Elementary and Secondary School Counseling, Even Start, Mental Health Integration in Schools, Parental Information and Resource Centers, Safe and Drug-Free Schools and Communities State Grants, School Dropout Prevention. The entire list of 48 programs can be viewed online at

<http://www.ed.gov/about/overview/budget/budget06/summary/edlite-section3.html>

The rationale provided by the USDOE is that the programs “have achieved their original purpose” or “duplicate other programs” or “may be carried out with flexible State formula grant funds” or “involve activities that are better or more appropriately supported through State, local, or private resources.”

In arguing against the cuts, proponents and those funded by a particular program are stressing the negative impact on students that will result from loss of their program.

Administrators are stressing that the proposed cuts will significantly exacerbate the economic problems faced by state and local education agencies.

While unhappy to see the cuts in federal support for dealing with student problems, some concerned folks are suggesting that the field has left itself open to such a “backlash” by going along with narrow, piecemeal, and ad hoc approaches to complex problems. This group sees the current budget climate as another indication of the need to move proactively and quickly in designing new directions for student support as one of the best arguments against continuing to cut programs and personnel.

What do you think about all of this? Send your comments to [ltaylor@ucla.edu](mailto:ltaylor@ucla.edu).

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“I don’t suffer from stress. I’m a carrier.”

Dilbert

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\*\*NEWS FROM AROUND THE COUNTRY

**\*NEW AT-RISK YOUTH FEDERAL LEGISLATION PROPOSED**

The Federal Youth Coordination Act of 2005 proposes to “improve communication among federal agencies serving at-risk youth, assess their needs, set goals for helping them and establish best practices for improving services...” 2/16/05. [Http://www.youthcoordinationact.org](http://www.youthcoordinationact.org)

**\*NEW LEGISLATION PROPOSED IN CALIFORNIA FOR ENHANCING LEARNING SUPPORTS AS A COMPREHENSIVE SYSTEM**

Speaker Pro Tem of the California Assembly, Leland Yee, has reintroduced legislation for a “Comprehensive Pupil Learning Support System.” The Bill number is AB 171 and can be downloaded at

[http://info.sen.ca.gov/pub/bill/asm/ab\\_0151-0200/ab\\_171\\_bill\\_20050120\\_introduced.pdf](http://info.sen.ca.gov/pub/bill/asm/ab_0151-0200/ab_171_bill_20050120_introduced.pdf)

**\* IOWA RELEASES NEW DESIGN FOR LEARNING SUPPORT COMPONENT**

A design team led by the State Department of Education along with its interagency partners in the Iowa Collaboration for Youth developed a new design for a system of learning supports. The recently released design document is entitled: "Developing Our Youth: Fulfilling a Promise, Investing in Iowa's Future - Enhancing Iowa's Systems of Supports for Learning and Development." For now, it can be downloaded at

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

**\*NEW MEXICO TASK FORCE OFFERS RECOMMENDATIONS FOR YOUTH SUICIDE PREVENTION**

A task force convened by Governor Richardson recently reported its recommendations in ways that are tied to a variety of current funding sources (e.g., disaster preparedness, public education, behavioral health) that might be appropriately linked to support the efforts.

[http://www.sprc.org/statepages/resources/nm\\_recs.pdf](http://www.sprc.org/statepages/resources/nm_recs.pdf)

**\*PEDIATRIC ANTIDEPRESSANT USE DECREASED BY MORE THAN 10% IN 2004**

(From Medco -- <http://www.medco.com>)

According to data from Medco,\* the number of children taking antidepressants decreased after the U.S. Food and Drug Administration (FDA) re-evaluated and revised antidepressant warning labeling. The data indicate an overall 10 percent decrease in the proportion of patients under age 18 on an antidepressant in the past year (in contrast to the nearly 9 percent increase found in 2003). It further shows a 16 percent decline in fourth quarter utilization over the same period in 2003, traditionally the time of the year when antidepressant use peaks. The steepest decline of more than 19 percent came in the third quarter of 2004 versus the same time period in 2003.

**\*JUDGE ORDERS BILLIONS IN AID FOR NEW YORK CITY SCHOOLS**

State judge rules that an additional \$5.6 billion must be spent on the city's public school children every year to ensure them the opportunity for a sound basic education that they are guaranteed under the State Constitution. Another \$9.2 billion must be spent over the next five years to shrink class sizes, relieve overcrowding and provide the city's 1.1 million students with enough laboratories, libraries and other places in which to learn. The judge did not indicate how much of the money should come from the state and how much from the city — leaving this highly contentious issue unsettled. (From the New York Times (2/15/05)

<http://www.nytimes.com/2005/02/15/education/15ruling.html>

**\*17 STATES DEVELOP SCHOOL READINESS INDICATORS**

An initiative involving 17 state partners has focused on developing a comprehensive set of school readiness indicators to inform public policy for young children and their families. “The National School Readiness Indicators Initiative provides a set of indicators that policy makers can use to monitor school readiness and early school success...” See the report.

[Http://www.gettingready.org](http://www.gettingready.org)

**\*UTAH BILL MOUNTS CHALLENGE TO FEDERAL EDUCATION LAW**

“...The Utah House of Representatives unanimously approved a bill [in February] requiring state officials to give higher priority to local educational goals than to those of the federal law, and to spend as little state money as possible to comply with it.... Federal officials had sought to prevent the bill’s passage....” New York Times (2/16/05)

**\*NATIONAL INITIATIVE TO IMPROVE THE HEALTH OF ADOLESCENTS (NIIHA) BY THE YEAR 2010 UNDERWAY**

This initiative was created by CDC/DASH and HRSA/OAH to elevate the national focus on the health and well-being of adolescents and young adults. It is anchored in *Healthy People 2010* – a federal “roadmap for health” that presents national health objectives for the year 2010. The National Initiative prioritizes two key strategies: fostering healthy youth development and ensuring safe, nurturing environments that help young people make healthy decisions. This broad view defines health as more than the absence of health problems or risky behaviors and includes well-being, assets and achieving one’s full potential as an integral part of health. To learn more about the National Initiative and its resources, go to

<http://nahic.ucsf.edu/nationalinitiative>.

**\*SUDDEN DEATHS IN CHILDREN LEAD CANADA TO SUSPEND ADDERALL**

ADDERALL XR®®, a Central Nervous System (CNS) stimulant, was approved in Canada on January 23, 2004 for the management of Attention Deficit Hyperactivity Disorder (ADHD) in children. On February 9, 2005, Health Canada announced it was suspending marketing of Adderall XR products in Canada due to concern about reports of sudden unexplained death in

children taking Adderall and Adderall XR. See information from the U.S. Food and Drug Administration <http://www.fda.gov/cder/drug/infopage/adderall/default.htm>  
<http://www.fda.gov/bbs/topics/news/2005/NEW01156.html>

**\*2003 SURVEY FOUND OVER 1 MILLION PEOPLE RECENTLY USED STIMULANTS NON-MEDICALLY**

“...Dependence on or abuse of stimulants was most prevalent among young people 12-25...The data show that the stimulants most often abused are methamphetamine; prescription diet pills; Ritalin or methylphenidate; and Dexedrine. 2/4/05 SAMHSA <http://www.samhsa.gov>

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“Our task is to prevent youth and young adults from initiating methamphetamine use that can wreck their minds, their bodies and their futures.”

Charles Curie

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

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

March – Reducing Stress; Preventing Burnout

The impact of new accountability standards and assessment has increased pressure on administrators at state, district, and local schools. As a result, teachers are experiencing tremendous pressure to prepare students for high stakes testing. In an article entitled "School's Out" in Edutopia Magazine (Feb. 2005), Claudia Graziano sites statistics that show that nearly half of all new teachers leave the job within five years. She asks "What's killing their spirit? How can we get them to stay?" Every year, U.S. schools hire more than 200,000 new teachers for that first day of class. By summer, at least 22,000 have quit. Even those who make it beyond the first year don't stay long — about 30 percent of new teachers flee the profession after just three years, and more than 45 percent leave after five.

While teachers quit for several reasons, Graziano concludes that "many of these reasons are just euphemisms for one of the profession's hardest realities: Teaching can exact a considerable emotional toll." Graziano points to the research literature that suggests the need for effective teacher support systems. She notes, for example, that good mentoring programs may cut attrition rates by as much as half. The article also shows that teachers trained in child psychology/learning theory were less likely to leave teaching than those with no training. See: [http://www.glef.org/magazine/ed1article.php?id=art\\_1221&issue=feb\\_05#](http://www.glef.org/magazine/ed1article.php?id=art_1221&issue=feb_05#)

Clearly, it's time for those working in and with schools to take care of themselves and each other in ways that reduce stress and enhance hope. Those who focus on student support and mental health in schools can play a major role in all this. For helpful tools and information, see "Ideas for Enhancing Support at Your School," which provides an 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, at <http://smhp.psych.ucla.edu/pdfdocs/rhythms.pdf>

Scroll down to March for an overview of

- >What Causes Burnout?
- >Dealing with Burnout

>Promoting Well-Being and Preventing Burnout

Also see the Quick Find topic page on Burnout at <http://smhp.psych.ucla.edu/qf/burnout.htm>

There you will see links to Center materials including  
>Quick Training Aid: School Staff Burnout  
>Understanding and Minimizing Staff Burnout

You will also find links to other online materials and other Centers focusing on this topic.

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“There is a time in the life of every problem when it is big enough that you can see it but small enough that you can solve it.”

Michael Leavitt

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

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

>Substance use and need for treatment among youths who have been in foster care (2005)

<http://www.oas.samhsa.gov/2k5/fostercare/fostercare.cfm>

>The assessment of attention-deficit/hyperactivity disorder in rural primary care: The portability of the American Academy of Pediatrics Guidelines to the “Real World” (2005) J. Polaha, et al, Pediatrics, 115(2) e120-126.

>Sticks and stones may break my bones, but names will make me feel sick: The psychosocial, somatic, and scholastic consequences of peer harassment (2005) A. Nishina, et al. Journal of Clinical Child and Adolescent Psychology, 34(1) 37-48.

>Predicting early adolescent gang involvement from middle school adaptation (2005) T. Dishion, et al, Journal of Clinical Child and Adolescent Psychology, 34(1) 62-73.

>The FDA public health advisories on antidepressants: History and implications (2005) T. Kubiszyn, The School Psychologist, 59 (1) 6-9.

>Perceived academic performance, self-esteem and locus of control as indicators of need for assessment of adolescent suicide risk: Implications for teachers (2005) G. Martin, et al. Journal of Adolescence, 28(1) 75-87.

>Does dropping out of high school cause deviant behavior? (2005) L. Drapela. Deviant Behavior 26(1) 47-62.

**\*FAMILY, SCHOOL & COMMUNITY**

>School readiness: Closing racial and ethnic gaps (2005) <http://www.futureofchildren.org>

>The health and well-being of young children of immigrants (2005) R. Capps, et al, <http://www.urban.org/url.cfm?ID=311139>.

>Gay, lesbian, and bisexual youth: Facing challenges, building resilience (2005) [http://www.aboutourkids.org/aboutour/letter/csc\\_letter\\_nov\\_dec\\_2004.pdf](http://www.aboutourkids.org/aboutour/letter/csc_letter_nov_dec_2004.pdf)

>Understanding integrated mental health services in Head Start: Staff perspectives on mental health consultation (2004) B. Green, et al, NHSA Dialogue, 7, 35-60. Summarized at

<http://www.rtc.pdx.edu>

>Comprehensive evaluation of learning disabilities: A response to intervention perspective (2005) F. Gresham, et al, The School Psychologist, 59(1) 26-29.

>The obesity epidemic: What school can do (2004) Special edition of The State Education Standard, December, 2004.

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

>Issue Brief: Funding for children's mental health services: Making the most of medicaid, National Governors' Association Center for Best Practices, <http://www.nga.org/center>.

>Report from the National Conference of State Legislature offers recommendations for improving the No Child Left Behind Act. On February 23, 2005, a special task force of the National Conference of State Legislatures released the results of a 10-month study that identified specific areas of the act that need to be changed if states are to guarantee that young people will learn at their full potential. The report asks Congress and the administration to recognize special challenges to schools and students by granting states flexibility to meet the goals of the Act. Such changes are seen as resulting in strengthening democracy and the nation's economic future. The report lists 43 specific recommendations on ways the law can be revised to improve the quality of education for all students and close the gaps in achievement that exist in schools today.  
[http://www.ncsl.org/programs/press/2005/NCLB\\_exec\\_summary.htm](http://www.ncsl.org/programs/press/2005/NCLB_exec_summary.htm)

>National survey on drug use and health (2005) <http://oas.samhsa.gov/states.htm>

>Ability of community health centers to obtain mental health services for uninsured patients (2005) Journal of the American Medical Association, 293(5)

>United State Government Accountability Office, Special Education: Children with Autism (2005) <http://www.gao.gov/new.items/d05220.pdf>

>Effect of medicaid eligibility category on racial disparities in the use of psychotropic medications among youths (2005) J. Zito, et al, Psychiatric Services, 56, 157-163.

>Straight A's: Public education policy and progress (2005) Alliance for Excellent Education, <http://www.all4ed.org/publications/StraightAs/Volume5No3.html>

>Comparative indicators of education in the United States and other G8 countries: 2004 (2005) <http://nces.ed.gov/pubsearch/pubsinfo.asp?pubid=2005021>

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](mailto:Ltaylor@ucla.edu)

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“When I look at the world I'm pessimistic, but when I look at people I am optimistic.”

Carl Rogers

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

>Proven and Promising Practices in Dropout Prevention, March 13-15, Phoenix, AZ, Call 480-727-5054

- >National Service-Learning Conference, March 16-19, Long Beach, CA,  
<http://www.nylc.org/conference>.
- >Child and Adolescent Mental Health: Evidence-Based Interventions, March 20-23, Banff, Alberta, Canada, <http://www.banffbehavsci.ubc.ca/>
- >Values Based Practice or Evidence Based Practice? Implementing Both, April 11, Boston, MA,  
<http://www.bu.edu/cpr/workshops/spring2005/vbp.html>
- >Community Schools-Higher Education Partnerships, April 11-13, Philadelphia, PA,  
<http://www.upenn.edu/ccp/>
- >Supporting Promoting Practices and Positive Outcomes: A Shared Responsibility, National Conference on Child Abuse and Neglect, April 18-23, Boston, MA,  
<http://nccanch.acf.hhs.gov/profess/conferences/cbconference/index.cfm>
- >Linkages to Learning Afterschool Institute: Connecting People, Practices, and Principles in Afterschool, April 26-28, Tampa, FL, <http://www.sedl.org/afterschool/registration.cgi>
- >Finding Better Ways: Addressing the Mental Health Needs of Children, Youth, and Families, May 2-4, New Orleans, LA, <http://www.cwla.org/conferences/2005fbwrfp.htm>
- >Juvenile Justice National Symposium: Joining Forces for Better Outcomes, June 1-3, Miami. FL, <http://www.cwla.org/>
- >National Coordinating Committee on School Health and Safety, June 8, Crystal City, VA,  
<http://www.healthy-students.org>
- >One Family, One Community, Many Voices...Rediscover the Village; American Humane's conference on Family Group Decision Making. June 8-11, Long Beach, CA. Email [fgdm@americanhumane.org](mailto:fgdm@americanhumane.org)
- >National Assembly on School-Based Health Care -- annual convention, June 16-18, 2005 at the Convention Center, Providence, RI – <http://www.nasbhc.org/AMINFO.htm>
- >Persistently Safe Schools: September 11-14, Philadelphia, PA  
<http://www.hamfish.org/conference/2005/index.html>
- >National Association of Social Workers – Indiana Chapter, October 5-7, Indianapolis, IN,  
<http://www.naswin.org>
- >Center for School Mental Health Assistance -- 10<sup>th</sup> Annual Conference on Advancing School-Based Mental Health, October 13-15, Cleveland, OH –  
[http://csmha.umaryland.edu/annual\\_flyer\\_2005.doc](http://csmha.umaryland.edu/annual_flyer_2005.doc)

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](mailto:ltaylor@ucla.edu)

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“An optimist is simply a pessimist with no job experience.”

Dilbert

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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](http://smhp.psych.ucla.edu/qf/p1404_02.htm)

#A few sites and grants of particular interest:

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

>>Office of Elementary and Secondary Education

>>>Training and Advisory Assistance (84.004D) Due 4/5/05

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

>>>Early Childhood Educator Professional Development Program (84.349A) Due 4/22/05

>>Gaining Early Awareness & Readiness for Undergraduate Programs (GEAR UP) (84.334.S) Due 4/11/05

>>Office of Safe and Drug Free Schools

>>>Alcohol Abuse Reduction Grants (84.184A) Due 3/28/05

>>>Emergency Response Plans for School Safety Initiative (84.184.E) 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

>>>Recreational Programs (84.128J) Due 3/29/05

>>>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/index.html>

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

>>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>)

>>Drug Free Communities Support Program Coalition Grants (SM05-002) Due 3/11

>>Comprehensive Community Mental Health Services for Children and Their Families (SM-05-010) Due 5/17/05

>Coming – new round of grants for Safe Schools/Healthy Students for local educational agencies (LEAs) in partnership with local juvenile justice, law enforcement, and mental health agencies. Application expected to be released on March 8, 2005 with a deadline of April 29, 2005. Average size of awards

>>Rural LEAs and Bureau of Indian Affairs schools: up to \$1 million each year

>>Suburban LEAs: up to \$2 million each year

>>Urban LEAs: up to \$3 million each year

Once available, applications can be downloaded and printed from [www.sshs.samhsa.gov](http://www.sshs.samhsa.gov) and [www.ed.gov](http://www.ed.gov). A printed copy can be requested by calling 1-877-576-7734.

### **\*CALLS FOR PAPERS AND PROPOSALS**

>>Journal of Clinical Psychology in Medical Settings, special issue: Child Health Psychology and Public Health, Due 7/15/05, contact [tercyakk@georgetown.edu](mailto:tercyakk@georgetown.edu)

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“Healthy discontent is the prelude to progress.

Mahatma Gandhi

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

^ ^ ^ Updates from our Center at UCLA

>New Directions for Student Support Summit Initiative

Increasing numbers of folks interested in enhancing how schools address behavior, emotional, and learning problems are becoming involved in this initiative -- see <http://smhp.psych.ucla.edu/summit2002/ndannouncement.htm>

>>Those in states that are already are developing state initiatives (California, Connecticut, Indiana, Minnesota, Texas, Wisconsin) can find updates at <http://smhp.psych.ucla.edu/summit2002/currentstatus.htm> (Some of these states are in the process of organizing follow-up meetings and training sessions. In general, current activity is focused on creating broader awareness of the initiative, additional outreach to key leaders and organizations, and integrating the initiative with local and state priorities. In Minnesota, a special focus is on pending legislation to establish a student support services advisory committee that will make recommendations on how school districts can most appropriately integrate student support services into the education programs. In California, a special focus is on the bill just reintroduced in the state Assembly designed to establish a Comprehensive Pupil Learning Support System in every school.)

>>The next state Summit is in New York on March 7<sup>th</sup> and the list of participants indicates strong representation of key leaders and organizations from across the state. Watch for the report on whether New York decides to establish a statewide new directions initiative.

>>Those in Iowa should note that the statewide summit is scheduled for April and will contribute to rolling out the Iowa Department of Education's design for "Enhancing Iowa's Systems of Supports for Learning and Development."

Those interested in being part of the New Directions for Student Support Initiative should contact the Center.

>New Resources Online

>>INFO SHEET – "New Directions for Student Support: Some Resources"  
<http://smhp.psych.ucla.edu/summit2002/NewDirectionsSomeResources.pdf>  
Lists and provides links to a set of resources to aid those working to enhance learning supports. Developed with a view as to how to proceed in stages and without an allocation of additional funds. These resources are designed to enhance readiness and momentum for New Directions for Student Support and to build capacity. The resources are organized in three sections: Stage I. Understanding some basics and tool for enhancing readiness and momentum, Stage II. Initiative Capacity Building, Stage III. Development

>>INFORMATION HANDOUT -- In response to frequent requests, we have developed this brief handout to answer the question: "What might a fully functioning enabling or learning supports component look like at a school?"  
[Http://smhp.psych.ucla.edu/summit2002/whatmightfully.pdf](http://smhp.psych.ucla.edu/summit2002/whatmightfully.pdf)

>>INFO SHEET – "Resources for Planning Mental Health in Schools" Lists and provides links to a set of resources to aid those working to enhance mental health in schools.  
<http://smhp.psych.ucla.edu/pdfdocs/planning.pdf>

>>BRIEF SUMMARY – "Fulfilling a Promise, Investing in Iowa's Future - Enhancing Iowa's Systems of Supports for Learning and Development."

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](mailto: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"

>10<sup>th</sup> Annual Conference on Advancing School-Based Mental Health  
October 13-15, Cleveland, Ohio. [Http://csmha.umaryland.edu/annual\\_flyer\\_2005.doc](http://csmha.umaryland.edu/annual_flyer_2005.doc)

For other information, see <http://csmha.umaryland.edu>. Or contact Mark Weist, Director,  
CSMHA, University of Maryland at Baltimore, Department of Psychiatry, 737 W. Lombard St.,  
4<sup>th</sup> Floor, Baltimore, MD 21201.  
Toll free phone: 888-706-0980. Email: [csmh@umpsy.umaryland.edu](mailto:csmh@umpsy.umaryland.edu)

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"As long as there are tests, there will be prayer in schools."

Author Unknown

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\*\*OTHER HELPFUL RESOURCES

>Grief at School: A self-study tool kit – <http://www.americanhospice.org>

>Truancy prevention: Promising strategies – <http://ojjdp.ncjrs.org/truancy/best.html>

>Prevention approaches for state mental health authorities – <http://www.nasmhpd.org>

>Nine elements of effective alcohol treatment for adolescents --  
<http://ensuringsolutions.org/pages/spotlights/respot4.html>

>Stigma and mental illness – <http://www.rtc.pdx.edu>

>Terrorism and school safety – [http://www.schoolsecurity.org/terrorist\\_response.html](http://www.schoolsecurity.org/terrorist_response.html)

>Oregon's Adolescent Health Webpage – <http://www.ohd.hr.state.or.us/ah/index.cfm>

>Immigrant Resource Guide – <http://www.yale.edu/21c/imresources.html>

>California Adolescent Health webpage – <http://www.californiateenhealth.org>

>Bibliography of behavioral science research in unintentional injury prevention  
to order a free copy of the CD-Rom send an email to [ohcinfo@cdc.gov](mailto:ohcinfo@cdc.gov)

>When school is out, museums, parks and libraries are in –  
<http://www.forumforyouthinvestment.org/OSTPC9.pdf>

>New York State Afterschool Network Self-Assessment Tool – <http://www.nysan.org>

>Building partnerships for youth – <http://www.bpy.n4h.org>

>National wraparound initiative – <http://www.rtc.pdx.edu/nwi/>

>State fact sheets on child welfare funding --  
<http://www.childrensdefense.org/childwelfare/financing/factsheets/default.aspx>

Note: for access to 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**

<Clinician>

Licensed clinician (LCSW, MFT, Psychologist) to work with youth in group therapy and community education. St. John's Well Child and Family Center, Santa Monica, CA Contact Joey Manansala at (323) 541-1600 ext 1111.

<Faculty>

Assistant Professor in School Psychology, Oklahoma State University, School of Applied Health and Educational Psychology, Stillwater, OK.  
<http://www.okstate.edu/education/sahep/sahepcore.html>

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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“Keep your eye on the goal, your shoulder to the wheel, and your nose to the grindstone – now try to work that way.” @#@#

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

>Amy Lax, Director of Public Relations & Development, NAMI Queens/Nassau, asked us to let you know that they have been awarded a Kellogg Foundation Grant for “Breaking the Silence: teaching the next generation about mental illness.” If you would like more information see <http://www.btslessonplans.org>

>Valerie Zielinski asked that we provide more information their the 21C Conference, Yale University, July 18-20, Omni New Haven Hotel, New Haven, CT. A leadership and staff development conference for schools of the 21<sup>st</sup> Century, Family Resource Center, Community Schools, and other school-based family support programs. For more details, visit the website at <http://www.yale.edu/21c/conference.html>, email [yale21c@yale.edu](mailto:yale21c@yale.edu) or phone 203-432-9944.

> Comments about”The Lack of Influence of Support Services in Schools”

“Our district administration is really focused on test scores and teachers feel conflicted about sending students out of class for individual and group therapy. In our district test scores improved a little, then flattened out. I agree with your assessment that the clinical approach we have taken in the past is really overwhelmed. ... Our governor is concerned about our low standing in education nation wide. He is proposing to spend money for teacher professional development. I would like to see some of it be in the area of social and emotional learning. I think parenting and child development should be taught to everyone in high school....”

>Two comments about last month's emerging issues: Why do school improvement plans continue to pay so little attention to student support?

“School support staff haven't been training or acquired skills/strategies to fully appreciate the significance of incorporating social emotional learning in subject matter. The national school culture is academic success measured by standardized testing. Including student support in school improvement planning doesn't mean these items will receive attention or action. Our

support staff go into classrooms, make presentations, and so on, but it's still an extra or add on. It is not integrated. We continue pulling the kids out of the river, we're not building the bridges upstream. I think we're so busy trying to cope we don't have time to re-envision roles. While many staff are open to learning additional strategies, some see the students as needing to be fixed, not staff. It just strikes me over and over how much easier student support would be if school staff were trained in college that student support is everyone's job all day long."

>"We have worked in our preservice preparation program to encourage support staff to take a leadership role in schools to eliminate barriers to high student achievement and to ensure an equitable education for all students. I worked on a commissioned panel to get leadership training for all Pupil Personnel Service personnel. Now all credential programs in school counseling, school psychology, and school social work have to provide education and skill development in the area of leadership. I think we will see a shift in how student support will organize and work in schools as more preparation programs instruct students in working as leaders in school. There is a lot they can contribute to school reform."

Note: If you want to add your response related to any issue, send them to [ltaylor@ucla.edu](mailto:ltaylor@ucla.edu). Responses to emerging issues are put on the Center website at <http://smhp.psych.ucla.edu>. (Click on Net Exchange.)

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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 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](mailto:smhp@ucla.edu); Website: <http://smhp.psych.ucla.edu>