

## **ENEWS: A Monthly Forum for Sharing and Interchange**

March, 2006 (vol. 10 #6)

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**

>Ending the Marginalization of Student Supports

#### **\*\*News from around the country**

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

>March – Reducing Stress: Prevention Burnout

#### **\*\*Recent Publications Relevant to**

>Children's Mental and Physical Health

>Family, School, & Community

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

#### **\*\*Upcoming Initiatives, Conferences & Workshops**

#### **\*\*Calls for Grant Proposals, Presentations & Papers**

#### **\*\*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**

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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. Alternative, 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**

>>Ending the Marginalization of Student Supports

For many years, the various efforts to provide student supports in schools and school districts have been marginalized in policy and practice. This has perpetuated the fragmentation of

programs and the counter-productive competition among staff. The “National Initiative: New Directions for Student Support” is moving this matter away from being the accepted status quo and turning it into a major policy issue.\*

Those supporting the status quo tend to believe that focusing mainly on improving instruction is sufficient to closing the achievement gap and reducing dropouts. Others think more student support is needed, and thus, they advocate for expanding current forms of student support; but they don't see the need for new directions. The National Initiative stresses that new directions for student/learning supports are essential to school improvement efforts and, therefore, must be a primary component if schools are to effectively address barriers to learning and teaching, re-engage students who have become disengaged from classroom instruction, close the achievement gap, reduce dropouts, etc.

As attention to New Directions for student support has increased over the last few years, school districts and state departments of education have begun building comprehensive learning support systems by redeploying existing general funds and funds related to the No Child Left Behind Act. And, with the reauthorized IDEA, they are seeing additional opportunities for establishing such systems through its provisions for using 15% of special education funding for early intervening, its concern for "response to intervention," and its emphasis on coordinated services.

Where do you stand on this issue? What are you seeing happen where you live and work?

Send your comments to [ltaylor@ucla.edu](mailto:ltaylor@ucla.edu) and we will integrate and share them in next month's ENEWS and online.

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\*See <http://smhp.psych.ucla.edu/summit2002/ndannouncement.htm>; also see the proposed California legislation for a Comprehensive Pupil Learning Support System — AB 2003 [http://www.leginfo.ca.gov/pub/bill/asm/ab\\_2001-2050/ab\\_2003\\_bill\\_20060209\\_introduced.pdf](http://www.leginfo.ca.gov/pub/bill/asm/ab_2001-2050/ab_2003_bill_20060209_introduced.pdf)

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“If the school sends out children with a desire for knowledge and some idea of how to acquire and use it, it will have done its work.”

Richard Livingstone

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## **\*\*NEWS FROM AROUND THE COUNTRY**

### **\*NEARLY 5% OF U. S. CHILDREN PRESCRIBED MEDS FOR EMOTIONAL/ BEHAVIORAL CONCERNS**

Preliminary Data from the the 2005 National Health Interview Survey on U.S. Children receiving services for emotional/behavioral difficulties indicates: “Nearly 5% of U. S. children 4-17 years of age were prescribed medication for emotional or behavioral difficulties during the past 12 months. Of the children prescribed medication, 88% were prescribed medication for difficulties with concentration, hyperactivity or impulsivity, the major symptoms of ADHD. About 6% of all U. S. children received some type of mental health treatment or help other than medication during the past 12 months ... of children 4-17 years of age who received nonmedication treatment by provider type, about two-thirds received treatment or help at a mental health private practice, clinic, or center; slightly less than half at the child's school; and a quarter at a pediatric or general medical practice.” (2/16/06 National Center for Health Statistics <http://www.cdc.gov/nchs/products/pubs/pubd/hestats/children2005/children2005.htm> )

### **\*WARNING URGED ABOUT STIMULANTS SUCH AS RITALIN**

A preliminary analysis of millions of health records suggested stimulants might increase the risks of strokes and serious arrhythmia in children and adults. Thus, a federal advisory panel voted that federal regulators should require manufacturers to provide written guides to patients and place prominent warnings on drug labels describing these risks. (2/10/06 New York Times.

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

**\*ON THE HURRICANE-RAVAGED COAST, TEENS HAVE LITTLE TO DO AND ARE DRINKING MORE**

“Since the hurricane wiped out much of Mississippi’s coast, the number of teen traffic deaths have increased ... drinking and driving has become the regular weekend plan for some Mississippi teenagers.” (1/22/06 <http://www.sunherald.com> )

**\*AND FOR PERFECT ATTENDANCE, JOHNNY GETS ... A CAR**

“Across the country, schools have begun to offer cars, iPods, even a month’s rent to improve attendance. Many schools have been galvanized by the federal No Child Left Behind law, which factors attendance into its evaluations.... Some experts, however, say attendance incentives are a bad approach.... [and] whether the programs are working is an open question....” (2/5/06 New York Times. [Http://www.nytimes.com](http://www.nytimes.com) )

**\*PARENTS AND STUDENTS SUE OVER SCHOOL EXIT EXAM**

“A group of 10 high school students and their parents filed a lawsuit challenging the controversial exit exam nearly all California public high school students must pass to receive a diploma, on the ground that it adds an unfair hurdle to graduation.... State Superintendent of Public Instruction Jack O’Connell, who as a state senator wrote the law ... said he expects less than 10% of seniors will ultimately be barred from diplomas because of the requirement.... Those students who fail the exam, O’Connell said, can enroll in summer school, adult education classes or community colleges until they pass.... Nationwide about two dozen other states require an exit exams.” (2/9/06 Los Angeles Times. [Http://www.latimes.com](http://www.latimes.com) )

**\*BIPARTISAN PANEL TO STUDY NO CHILD LEFT BEHIND**

“The Commission on No Child Left Behind will travel the USA, holding public field hearings and roundtables, culminating in Washington, D.C., in September. The commission will send recommendations to Congress in advance of NCLB’s expected renewal in 2007. Supported by the Aspen Institute, a Washington, D. C. think tank, the panel will be co-chaired by former Georgia governor Roy Barnes and former Health and Human Services secretary Tommy Thompson.” (2/13/06 USA Today. [Http://usatoday.com](http://usatoday.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 links at <http://smhp.psych.ucla.edu/whatsnew/linkstolatest.htm>

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“Life expectancy would grow by leaps and bounds if green vegetables smelled as good as bacon.”

Doug Larson

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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 assessments 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 turn, students are under enhanced pressure to perform well on accountability tests. At this time of the year, there is major concern about the negative impact of the mounting pressure and increase in such related behaviors as school drop out and suicide ideation and attempts.

School support staff can play a major role in helping students, staff, and parents care for

themselves and each other in ways that reduce stress and enhance hope. For strategies and resources see the Quick Training Aid entitled: "School Staff Burnout" (online at <http://smhp.psych.ucla.edu/pdfdocs/quicktraining/schoolstaffburnout.pdf>)

Note: As with so many problems it is easiest to view burnout as a personal condition. And, as in many other instances, this would be the least effective way to understand what must be done over the long-run to address the matter. The solution requires reculturing schools in ways that minimize the undermining and maximize the enhancement of intrinsic motivation. This involves policies and practices that ensure a daily focus on (1) promoting staff and student well-being and (2) addressing barriers to teaching and learning.

For more indepth information related to this important topic, see the Center Introductory Packer on "Understanding and Minimizing Staff Burnout" at <http://smhp.psych.ucla.edu/pdfdocs/burnout/burn1.pdf>

The Quick Find online clearinghouse topic "Burnout" also has links to other online resources and centers focusing on this concern. <http://smhp.psych.ucla.edu/quickfind/burnout.htm>

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\*To anticipate the needs and opportunities for supporting students and staff over the course of the school year, see "Ideas for enhancing Support at Your School This Month" on our website homepage at <http://smhp.psych.ucla.edu>

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"Until the lions have their historians,  
all tales of hunting will glorify the hunter."

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

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

>Major Reports on Status of MH in Schools – In case you missed these:

>>"School Mental Health Services in the United States, 2002—2003" (SAMHSA Report)  
<http://www.mentalhealth.samhsa.gov/publications/allpubs/sma05-4068/>

>>"The Current Status of Mental Health in Schools: A Policy and Practice Analysis" (Draft of report from the Center for Mental Health in Schools at UCLA  
<http://smhp.psych.ucla.edu/pdfdocs/currentstatusmh/Report.pdf>

>School-based prevalence assessment of the need for mental health services: Survey development and pilot study (2006) E. Cohen & J. Angeles, *Research on Social Work Practice*, 16, 200-210. <http://rsw.sagepub.com/cgi/content/abstract/16/2/200?etoc>

>Feasibility of screening adolescents for suicide risk in "real world" high school settings. (2006) D. Hallfors, et al, *American Journal of Public Health*, 96(2) 282-287.  
<http://www.ajph.org/cgi/content/abstract/96/2/282>

>School social work and mental health workers training and resource manual. (2006). C. Franklin, M. B. Harris, & P. Allen-Mears (Eds.) New York: Oxford University Press.

>Want to work with schools? What's involved in successful linkages? (2006). L. Taylor & H. Adelman. In C. Franklin, M. B. Harris, & P. Allen-Mears (Eds.), *School social work and mental health workers training and resource manual*. New York: Oxford University Press.

>Closing the research-practice gap: Factors affecting adoption and implementation of a children's mental health program (2006) J. Henderson, et al, *Journal of Clinical Child and Adolescent Psychology*, 35(1) 2-12. <http://www.leaonline.com>

>Strengthening Social Support: Research Implications for interventions in children's mental health (2006) J. Walker & M. Sage. Focal Point, pp 3-6.  
<http://www.rtc.pdx.edu/pgFPW06TOC.php>

>Child-care effect sizes for the NICHD study of early child care and youth development. (2006) NICHD Early Child Care Research Network. *American Psychologists*, 61, 99-116.

>Identifying and teaching children with selective mutism (2006) M. Crundwell, *Teaching Exceptional Children*, 38(3) 48-55. <Http://journals.sped.org/index.cfm>

### **\*Family, School & Community**

>The dropout problem: Losing ground (2006) P. Barton, *Educational Leadership*, 63(5) 14-19.  
<Http://www.ascd.org>

>Mapping a school's resources to improve their use in preventing and ameliorating problems (2006) H. Adelman & L. Taylor. In C. Franklin, M. B. Harris, & P. Allen-Mears (Eds.), *School social work and mental health workers training and resource manual*. New York: Oxford University Press.

>Special Issue: Evidence-based parent and family interventions in school psychology (2006) C. Carlson and S. Christenson (Eds.) *School Psychology Quarterly*, 20(4) <http://www.guilford.com>

>Teacher expectations of students' classroom behavior across the grade span: Which social skills are necessary for success? (2006) K. Lane, et al, *Exceptional Children*, 72(2) 153-167.  
<Http://www.cec.sped.org>

>Combining in-school and community-based media efforts: Reducing marijuana and alcohol uptake among younger adolescents. (2006) M Slater, et al, *Health Education Research* 21(1) 157-167. <Http://her.oxfordjournals.org/cgi/content/abstract/21/1/157?etoc>

>Student context, student attitudes and behavior, and academic achievement (2006) T. Akey, <http://www.mdrc.org/publications/419/overview.html>

>Democratic school climate and sense of community in schools: A multilevel analysis (2006) A. Vieno, et al, *American Journal of Community Psychology*, 36, 327-342.  
<Http://www.springerlink.com>

>Strategies for preventing homelessness (2006) M. Burt, et al, Urban Institute.  
<Http://www.urban.org/url.cfm?ID=1000874>

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

>Indicators of school crime and safety 2005, Bureau of Justice Statistics.  
<Http://www.ojp.usdoj.gov/bjs/abstract/iscs05.htm>

>Longitudinal trends in race/ethnic disparities in leading health indicators from adolescence to young adulthood (2006) K. Harris, et al, *Archives of Pediatrics & Adolescent Medicine*, 160(1) 74-81. <Http://archpedi.ama-assn.org/cgi/content/abstract/160/1/74>

>Mass-casualty events at schools: A national preparedness survey (2006) J. Graham, et al, *Pediatrics*, 117(1) e8-e15. <Http://pediatrics.aappublications.org/cgi/content/abstract/117/1/e8>

>Reframing Education: The partnership strategy and public schools (2005) J. Hirota, A Report to the Carnegie Corporation of New York. <Http://www.newvisions.org>

>Mayoral Leadership and Involvement in Education (2006) B. O'Neill, et al, The United States Conference of Mayors. <http://www.usmayors.org/74thwintermeeting/edguide2006.pdf>

>Reaching all children? Understanding early care and education participation among immigrant families (2006) H. Matthews & D. Ewen, Center for Law and Social Policy.  
[http://www.clasp.org/publications/child\\_care\\_immigrant.pdf](http://www.clasp.org/publications/child_care_immigrant.pdf)

>Inequality in the built environment underlies key health disparities in physical activity and obesity (2006) P. Gordon-Larsen, et al, Pediatrics, 117(2) 417-424.  
<http://pediatrics.aappublications.org/cgi/content/abstract/117/2/417>

>Neighborhood and academic achievement: Results from the Moving to Opportunity experiment. (2006) L. Sanbonmatsu, et al, National Bureau of Economic Research Working Paper Series. <http://nber15.nber.org/papers/w11909.pdf>

>The O word: Why the focus on obesity is harmful to community health (2005) L. Cohen et al, Californian Journal of Health Promotion, 3 (3) 154-161.  
[http://www.preventioninstitute.org/O\\_Word.html](http://www.preventioninstitute.org/O_Word.html)

>Childhood Obesity: Costs, Treatment Patterns, Disparities in Care, and Prevalent Medical Conditions  
[http://www.medstat.com/pdfs/childhood\\_obesity.pdf](http://www.medstat.com/pdfs/childhood_obesity.pdf)

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](mailto:Ltaylor@ucla.edu)

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Addressing Barriers to Learning?????????

Teacher #1: "You need to send that child to the office so that I can teach my class."

Teacher #2: "I've already done that. They wouldn't take him."

(From a news article in The Daily News, Galveston County, TX)

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

>Center for the Study and Prevention of Violence, March 13-15, Denver, CO.  
<http://www.blueprintsconference.com>

>National Symposium on Child Abuse – March 14-15, Huntsville, AL –  
<http://www.nationalcac.org/professionals/trainings/symposium.html>

>Working with Children and Adolescents: Nurturing Resilience and Managing Resistance –  
March 16, Tyngsboro, MA  
<http://www.communityprograminnovations.com/brooks.html>

>National Youth Crime Prevention – March 20-23, Ogden, UT –  
<http://www.ycwa.org/youthcon/index.html>

>National Service-Learning Conference. March 22-25. Philadelphia, PA. <http://www.nylc.org>

>School Social Workers Association of America, March 29-April 1, Boston, MA.  
<http://www.sswaa.org>

- >Addressing Challenging Behavior. March 29-April 1. Clearwater Beach, FL.  
[Http://www.addressingchallengingbehavior.org/](http://www.addressingchallengingbehavior.org/)
- >Students Against Violence Everywhere. April 1, Raleigh, NC. [Http://www.nationalsave.org](http://www.nationalsave.org)
- >Creating Connections in School Mental Health, April 6-8, Alberta, Canada <http://www.hhd.org>
- >Education Research in the Public Interest. April 7-11, San Francisco, CA.  
<http://www.aera.net/annualmeeting/?id=50>
- >New Frontiers in Mentoring. April 10-12, Anchorage, AK.  
[Http://www.nwrel.org/mentoring/alaska/](http://www.nwrel.org/mentoring/alaska/)
- >Social Justice and Mental Health: Concepts and Strateis for Practitioners and Activists. April 28-29, Fairfax, VA. [Http://csjconference2006.com](http://csjconference2006.com)
- >Leading Change: Rethinking Juvenile Justice. May 11, Storrs, CT. <http://www.nceev.org/>
- >National Coordinating Committee on School Health and Safety. May 17, Arlington, VA.  
[Http://www.healthy-students.org](http://www.healthy-students.org)
- >First International Conference on Community Psychology: Shared Agendas in Diversity – June 8-10, San Juan, PR – <http://www.cipcad2006.org>
- >National Mental Health Association – June 8-10, Washington, DC – <http://www.nmha.org>
- >Coalition for Community Schools, June 14-16, Baltimore, MD.  
[Http://www.communityschools.org](http://www.communityschools.org)
- >American School Counselor Association, June 24-27, Chicago, IL  
<http://www.schoolcounselor.org>
- >Educating Minds and Hearts: Creating a Climate for Learning, July 11-14, New York, NY.  
<http://www.csee.net/Summerinstitute.aspx>
- >Training Institutes - Developing Local systems of Care for Children and Adolescents with Emotional Disturbances and their Families - July 12-15, Orlando, FL  
<http://gucchd.georgetown.edu>
- >Persistently Safe Schools. September 19-21. Washington, DC. [Http://www.hamfish.org](http://www.hamfish.org)
- >CSMHA 11th Annual Conference on Advancing School-Based Mental Health – September 28-30, Baltimore, MD – <http://csmha.umaryland.edu>
- >80th Annual American School Health Association Conference: Healthy Bodies, Health Minds: The Mental Health Connection – October 11-14, St. Louis, MO –  
[http://www.ashaweb.org/annual\\_conferences.html](http://www.ashaweb.org/annual_conferences.html)
- >Clinical Child and Adolescent Psychology. October 19-21, Lawrence, KS. [Mroberts@ku.edu](mailto:Mroberts@ku.edu)

\*For ongoing information about conferences, refer to our website at  
<http://smhp.psych.ucla.edu/upconf.htm>

If you want to list your conference, please email information to [ltaylor@ucla.edu](mailto:ltaylor@ucla.edu)

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“I would say in many ways it’s not a good time to be a teacher.

Going to teach at a school identified as needing improvement is very challenging. In a sense, your school has been tarred. Teachers are blamed.”

Barry Wilson

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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/index.html>)
  - >>>Gaining Early Awareness and Readiness for Undergraduate Programs (84.334S&A) Due 3/9/06
  - >>>Personnel Development to Improve Services and Results for Children with Disabilities (84.325P) Due 3/24/06
  - >>>Elementary and Secondary School counseling Program (84.215E) Due 4/10/06
  - >>>Partnerships in Character Education (84.215S) Due 4/10/06
- >>Center for Disease Control and Prevention (<http://www.cdc.gov>)
  - >>>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>)
  - >>>Family Centered Substance Abuse Treatment Grants for Adolescents and their Families (TI-06-007) Due 3/29/06
  - >>>Strategic Prevention Framework Grants. Due 5/1/06

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

### **>Call for Papers**

>>Call for workshops and papers for Persistently Safe Schools conference in Washington, DC, September 19-21. Proposals and abstracts are due March 31.

[Http://www.hamfish.org/conference/2006/](http://www.hamfish.org/conference/2006/)

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“I’m a great believer in luck  
and I find the harder I work, the more I have of it.”

Stephen Leacock

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

### **^ ^ ^ ^ Updates from our Center at UCLA**

#### **>Impact Evaluation**

Thanks to all of you who have returned impact evaluation form. If you haven’t responded and want to, you can do it online by accessing the form from our homepage.

We are also calling a group of “strategic” users of the Center’s resources to obtain more indepth information on impact. If you have used the Center for strategic purposes and would like to provide your feedback by phone, please email to let us know. [smhp@ucla.edu](mailto:smhp@ucla.edu)

### >Status of MH in Schools

We have received a great deal of feedback on the new Center Report “The Current Status of Mental Health in Schools: A Policy and Practice Analysis” If you want to review the draft, you can access it at <http://smhp.psych.ucla.edu/currentstatusmh.htm>

We will revise the draft and have a final version available in the next few weeks.

### >National Initiative for New Directions for Student Support

>>Leadership Institutes in March will be held in California. Key leaders and teams from a range of school districts and from the state department of education will be participating. Many districts have already begun to move toward learning support components and the Institutes will be an opportunity to move these efforts forward.

While the intent of the Institutes is to work specifically with key educational leaders across a state, the Institutes are also accommodating a few individuals and teams from other states who are ready to move in New Directions for Student Support. Interested? Email us at [smhp@ucla.edu](mailto:smhp@ucla.edu)

>>Outreach mailing to district leaders throughout the country. We are doing state-by-state outreach which includes several brief documents designed to create awareness of the role a comprehensive and integrated learning support system can play in increasing the success of all students. Let us know if there is anyone you want us to send such a mailing. (Email us at [smhp@ucla.edu](mailto:smhp@ucla.edu) )

Incidentally, in the outreach mailings we include the question “Has your district and/or school experienced the “Plateau Effect?” We are receiving a noteworthy number of “Yes” responses.

### >A New “Practice Notes” Resource

>> “Countering the Over-pathologizing of Students' Feelings & Behavior: A Growing Concern Related to MH in Schools” (Practice Notes) – online at <http://smhp.psych.ucla.edu/pdfdocs/practicenotes/pathology.pdf>

Note: Other “Practice Notes” as well as all the latest resources developed by the Center are listed at:

>>> <http://smhp.psych.ucla.edu/whatsnew/JustPutOnline.htm>

>>> <http://smhp.psych.ucla.edu/whatsnew/otherResources.htm>

### >Book Chapters and Journal Articles

>Watch for the “Handbook of Multicultural School Psychology: An Interdisciplinary Perspective” Edited by Giselle Esquivel, Emilia Lopez and Sara Nahari, (2006) Lawrence Erlbaum. We are pleased to have provided a chapter entitled “Reorganizing Student Supports to Enhance Equity.”

#### >Also watch for:

>>Adelman, H.S., & Taylor, L. (in press). Mental health of children and youth and the role of public health professionals. *Public Health Reports*, 121.

>>Adelman, H.S., & Taylor, L. (in press). School and community collaboration to promote a safe learning environment. *State Education Standard*. The journal of the National Association of State Boards of Education.

>>Adelman, H.S., & Taylor, L. (in press). Enhancing schools as caring environments. In R. Talley (Ed.). Building community caregiving capacity. Oxford University Press.

>>Adelman, H.S., & Taylor, L. (in press). School-wide approaches to addressing barriers to learning and teaching. In J. Cummings & E. Doll (Eds), Population-based services of school psychologists. National Association of School Psychologists.

>>Adelman, H.S., & Taylor, L. (in press). School improvement: A systemic view of what’s missing and what to do about it. In B. Despres (Ed.), Systems thinkers in action: A field guide for effective change leadership in education. Rowman & Littlefield Education.

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

Howard Adelman and Linda Taylor, Co-Directors  
School Mental Health Project/Center for Mental Health in Schools  
UCLA Department of Psychology  
Los Angeles, CA 90095-1563  
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Email: [smhp@ucla.edu](mailto: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., 4<sup>th</sup> Floor, Baltimore, MD, 21202. Toll Free phone: 888-706-0980. Email [csmh@umpsy.umaryland.edu](mailto:csmh@umpsy.umaryland.edu)

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“Perseverance is not a long race;  
it is many short races one after another.”

Walter Elliott  
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## **\*\*OTHER HELPFUL RESOURCES**

>Using NCLB Funds to Support Extended Learning Time: Opportunities for After School Programs. Council of Chief State School Officers.  
<http://www.ccsso.org/publications/details.cfm?PublicationID=272>

>National Youth Violence Prevention Week. <http://www.violencepreventionweek.org>

>Focus on Families! How to Build and Support Family-Centered Practices in After School.  
<http://www.gse.harvard.edu/hfrp/projects/afterschool/resources/families>

>How the Justice System Responds to Juvenile Victims: A Comprehensive Model  
<http://ojjdp.ncjrs.gov/publications/PubAbstract.asp?pubi=210951>

>Why Try, a cognitive behavioral curriculum for enhancing basic social and emotional skills.  
<http://www.whetry.org>

>Making a Difference in the Lives of Youth.  
<http://www.nydic.org/nydic/programming/newideas/makingadifferenceinthelivesofyouth.htm>

Note: for a wide range of relevant websites, see our Gateway to a World of Resources at [http://smhp.psych.ucla.edu/gateway/gateway\\_sites.htm](http://smhp.psych.ucla.edu/gateway/gateway_sites.htm)

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## **\*\*TRAINING AND JOB OPPORTUNITIES**

<NYC Teaching Fellows>

Seeking candidates eligible to teach high-need subject areas such as math, science, Spanish, special education, bilingual education, ESL or English.  
<http://www.nycteachingfellows.org>

<Director/Coordinator>

System of Care in Charlotte NC has three positions: Clinical director, Special Projects Coordinator, and Resource Development Coordinator. Contact Jim Cook at [jcook@email.uncc.edu](mailto:jcook@email.uncc.edu)

<Postdoctoral>

Interdisciplinary postdoctoral fellowship program in education sciences. University of Virginia Center for Advanced Study of Teaching and Learning. Applications due by May 15. Contact Jen Mashburn at [jmashburn@virginia.edu](mailto:jmashburn@virginia.edu)

<Faculty>

School Psychology, School of Education and Human Development, University of Colorado at Denver. Contact Casey Washburn at [casey.washburn@cudenver.edu](mailto:casey.washburn@cudenver.edu)

<Visiting Professor>

School Psychology, Department of Educational Psychology, University of Houston – Clear Lake. Contact Jacqueline Hawkins, department of chair.

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, SMAHSA, and other relevant job sites.

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“Never treat your audience as customers, always as partners.”

Jimmy Stewart

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

>Feedback on last month’s emerging issue: Reauthorization of the No Child Left Behind Act: What Should be the Focus in Advocating for Better Ways to Address Barriers to Learning and Teaching?

(1) “It would seem timely to begin the process of identifying a position and building consensus for support by major organizations. When NASP, APA, NASW, NASDSE, and other associations reach a shared agreement, then conversations can occur with congressional representatives to help craft the language in the reauthorization bill.

Learning supports is an integral part of school improvement. It is not an add-on. Of the three options, I favor the position described as "extreme", although it is certainly not extreme, it is merely what is necessary to provide an *integrated a system* of learning supports that is woven into state and local school improvement efforts. We will achieve excellence in academics and human development through the combined initiatives of addressing the barriers to learning and providing quality instruction. The incremental approach is not acceptable. incrementalism is a proven formula for too little, too late. We can act decisively, collectively, and thoughtfully to address barriers to students' learning and thereby strengthen the educational results for the children of this nation. An integrated approach is required. The reauthorization of NCLB is a viable mechanism for promoting this essential reform at the national, state and local level.”

(2) “As a special education director and also someone with a counseling background, I was interested in the recent newsletter seeking opinions on the issue of what may be a way to address barriers to learning through IDEA’s regulations. I certainly support the idea of every school implementing strategies to assist all students to learn and address barriers to that. However, federal regulations are now being tacked on to bills to force agendas that may have little to do with the original intent of the legislation. The IDEA law supposedly would bring with it 40% of the funding for the cost of educating special education children. We are not even close to that, and despite much rhetoric about changing this there have been no increases in funding for next year. I already face the challenge of trying to balance the very specific needs of special education students within very inadequate funding as it is. To add another requirement is the equal of yet another unfunded mandate. I do not support including this in the IDEA law for that reason.”

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THIS IS THE END OF THIS ISSUE OF ENEWS

See below for source identifying information

Who Are We?

Under the auspices of the School Mental Health Project in the Department of Psychology at UCLA 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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