

ENEWS: A Monthly Forum for Sharing and Interchange

May, 2005 (vol. 9 #8)

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**

>New Directions: System Building or Services for a Few More Students?

****News from Around the Country**

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

>May Theme: Time to Help Students and Families Plan Successful Transitions to a New Grade or a New School

****Recent Publications relevant to**

>Children's Mental and Physical Health
>Family, School & Community
>Policy, Systems, Law, Ethics, Finances & Statistics

****Upcoming Initiative, Conference & 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

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

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

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****EMERGING ISSUE**

>New Directions: System Building or Services for a Few More Students?

In relation to the national initiative that is focusing on “New Directions for Student Support,” a colleague quipped “What are old directions?” Well, as is our tendency, we felt the need to reply. We stressed that old directions are old ideas that we all need to escape if schools are to make significant progress in addressing students’ learning, behavior, and emotional problems. The New Direction initiative is about redeploying already overtaxed resources to build a better system so that schools can do a better job in ensuring all students have an equal opportunity to succeed. For many colleagues, there’s a major issue here. They want every available dollar for expanding direct services in schools. Given that services are so underfunded and so many students need assistance, it is controversial to argue for investing in building a comprehensive and integrated system.

An example that highlights the issue is seen in the current U. S. Department of Education “Grants to Integrate Schools and Mental Health Systems.” Rather than offering support to provide direct services or introduce specific interventions, this grant focuses on the development of infrastructure and systemic changes and policies necessary to sustain the work. The grant request states: “If applicable, these systemic changes in the way that schools currently understand and address children’s mental health should reflect a broader approach at the community and state levels, such as through integration with key partners and stakeholders as well as other funding streams. Through a comprehensive, integrated approach to children’s mental health, the United States can better address the mental health needs of children.”

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

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“You must be the change you wish to see in the world.”

Mahatma Ghandi

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**NEWS FROM AROUND THE COUNTRY

*SCHOOLS NEEDLESSLY ARRESTING GROWING NUMBERS OF YOUTH

According to the report “Education on Lockdown: The Schoolhouse to Jailhouse Track” school districts across the country have teamed up with law enforcement to create a “schoolhouse to jailhouse track” by imposing a “double dose of punishment – suspensions or expulsions and a trip to the juvenile court – for misconduct that often does not threaten school safety.”

http://www.advancementproject.org/press_releases.html

*GENERATION RX: A NEW CATEGORY OF SUBSTANCE ABUSE?

The partnership for a Drug-Free America reports that “an alarming number of teenagers are abusing a variety of prescription (Rx) and over-the-counter medications to get high. Approximately one in five teenagers has abused a prescription painkiller to get high, and one in 11 has abused over-the-country products, like cough medicine.” <http://www.drugfree.org>

*CHILD PROTECTION AGENCIES RECEIVED ABOUT 2.9 MILLION REPORTS IN 2003

The latest national statistics on Child Abuse and Neglect indicate about 2.9 million reports, of which 906,000 were substantiated cases of maltreatment of children. The majority involved cases of neglect. <http://www.acf.hhs.gov/programs/cb/whatsnew/index.htm>

*ONE IN THREE IN MD FOSTER CARE DIDN’T ATTEND SCHOOL LAST YEAR

According to a report from the Maryland Office of Legislative Audits, the percentage of foster children attending school dropped from nearly 80 percent in 2003 to 65 percent last year. The report says the percentage of youngsters receiving annual exams and psychiatric therapy has been rising since 2002. http://wjz.com/siteSearch/local_story_095160346.html

*KINDERGARTEN OR ‘KINDERGRIND’? SCHOOL GETTING TOUGHER FOR KIDS

“Critics say pressure is too much; backers say preparation is needed...Today’s kindergarten classrooms are stocked with books sorted by reading level; students keep portfolios of their first attempts at writing; and teachers assign homework in counting, addition and subtraction.... As

kindergarten evolved from a cocoon for social and emotional development to a rigorous classroom environment, a national debate has emerged.... One of the most contentious debates about kindergarten education is happening in San Diego city schools, where a group of teachers successfully scaled back literacy goals set by district officials.” As one teacher said: “You cannot make a child learn to read by a timetable. You have to go at their speed, not yours.”
http://www.signonsandiego.com/uniontrib/20050411/news_1n11kinder.html

***CONNECTICUT SUING U.S. OVER COST OF NO CHILD LEFT BEHIND**

The state of Connecticut suit argues that the federal education law forces the state to spend millions on new tests without providing sufficient additional aid. Connecticut currently tests public school children in grades four, six, eight and 10, while the federal law requires all states to administer standardized tests in every school year from three through eight.
<http://query.nytimes.com/gst/abstract.html?res=F1091FF6345B0C758CDDAD0894DD404482&incamp=archive:search>

***SO IS THE NEA**

A network of school districts, the National Education Association, and several state education associations filed a law suit asking the administration to pay the costs of mandates under the No Child Left Behind law. <http://www.nea.org/lawsuit/nr050420.html>

***2005 INDEX OF CHILD WELL-BEING SHOWS MIXED PICTURE**

While overall child well-being improved fractionally, “several of the underlying trends are discouraging. The rate of educational attainment – as measured by student test scores in reading and mathematics – remains stagnant, despite two decades of national focus on how to improve the education system. More children live in poverty today than did in 1975...”
<http://www.fcd-us.org/PDFs/2005CWI-Report-Final.pdf>

***SPENDING ON MH & SUBSTANCE USE DISORDERS CONCENTRATED IN THE PUBLIC SECTOR**

“Public sources paid for 63% of mental health spending in 2001, up from 57% in 1991. Public sources paid for 76% of substance abuse treatment in 2001, up from 62% in 1991, according to a new analysis “National Expenditures for Mental Health Services and Substance Abuse Treatment 1991-2001” announced by the Substance Abuse and Mental Health Services Administration. http://www.samhsa.gov/news/newsreleases/050329nr_spendestimate.htm

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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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“Protecting children from the sharpest edges of poverty during their years of growth and formation is both the mark of a civilised society and a means of addressing some of the evident problems that affect the quality of life in the economically developed nations.”

UNICEF

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

>>>>>MAY THEME: Time to Help Students and Families Plan Successful Transitions to a New Grade or a New School

Transitions arise related to each new step in formal education and in moving to and from special programs and to post school living and work. For those making such transitions, well-designed support during the period of transition can make a great difference in their lives. From the first grade-to-grade transitions to the move to middle school and high school and relocation to a new school, all call for well-conceived programs designed to prepare students and their families for

the transition and follow-up to ensure the transition has been a good one.

>Go to “Ideas for Enhancing Support at your School This Month” on the Center homepage at <http://smhp.psych.ucla.edu>, and scroll down to May to access relevant resources, including:

>>“Support for Transitions: Self-Study Survey”

>>Examples of programs (e.g., “School Transitional Environment Project,” “The Social Support Program,” “The Bridge Program,” “Sixth Grade Transition Groups”)

>For more on assisting students and families with transitions, see the Quick Find online clearinghouse topic “Transitions Programs/Grade articulation/Welcome at http://smhp.psych.ucla.edu/qf/p2101_01.htm –

It provides links to other online documents including:

>>Support for Transitions to Address Barriers to Learning (training tutorial)

>>Transitions: Turning risks into opportunities for student support (introductory packet)

>>Easing the impact of student mobility: welcoming and social support (Newsletter article)

>What Schools can do to welcome and meet the needs for all students and families
(Guide to practice)

>>Welcoming and involving new students and families (technical aid packet)

>For more on monthly themes, see “Ideas for Enhancing Support at your School”

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

NOTE: Support for transitions is directly linked to reduction in dropout rates. For more on dropouts see our newest Hot Topic: Dropout Prevention <http://smhp.psych.ucla.edu/hottopic.htm>

And, if you have specific concerns about enhancing how schools address barriers to learning and Mental Health, let us hear from you. Email ltaylor@ucla.edu

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Life is really like a shower.

One wrong turn and you're in hot water.

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

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

>Mental Health Practice with Children and Youth: A Strengths and Well-Being Model (2004) by Helton & Smith Haworth Press.

>Childhood fears and phobias: Assessment and treatment (2005) N. King, et al, Child and Adolescent Mental Health, 10, 50.

>A multi-dimensional perspective of adolescents' self-cutting (2005) K. Yip, Child and Adolescent Mental Health, 10, 80-86

>The psychology of steroids (2005) R. Capriccioso, Connect for Kids, http://www.connectforkids.org/articles/psychology_of_steroids

>Childhood risk and protective factors and late adolescent adjustment in inner city minority youth (2004) by Smokowski, Mann, Reynolds, & Fraser in Children & Youth Services Review, 26, 1-119. <http://www.childwelfare.com/kids/cysr.htm>

>Early cognitive stimulation, emotional support, and television watching as predictors of subsequent bullying among grade-school children (2005) F. Zimmerman, et al, Archives of

>Victim and peer group responses to different forms of aggression among primary school children (2005) K. Tapper & M. Boulton, *Aggressive Behavior*, 31, 238-253

>The course and correlates of mental health care received by young children: Descriptive data from a longitudinal urban high-risk sample (2005) R. Thompson, *Children & Youth Services Review*, 27, 39-50

>Comorbidity and unmet service needs among Medicaid-enrolled children with identified disabilities. (2005) R. Boothroyd & M. Armstrong, *Journal of Emotional and Behavioral Disorders* 13, 42-51.

>Which therapeutic mechanisms work when? A step towards the formulation of empirically validated guidelines for therapists' session-to-session decisions (2005) E. Smith & K. Grawe, *Clinical Psychology & Psychotherapy*, 12, 112-123.

***Family, School & Community**

>A case for school connectedness (2005) R. Blum, *Educational Leadership*, 62, 16-20

>Easing the Transition to High School (2005) J. Lampert, *Educational Leadership*, 62, 61-63

>Research review: Child and family support services with minority ethnic families: What can we learn from research? (2005) A. Chand & J. Thoburn, *Child & Family Social Work*, 10, 169

>Assessing children's needs and circumstances: The impact of the assessment framework (2005) G. Jack, *Child & Family Social Work*, 10, 181-182

>Drug prevention with vulnerable young people: A review (2005) St. Roe & J. Becker (2005) *Drugs: Education, Prevention & Policy*, 12, 85-99

>Qualified teachers for at-risk schools: A national imperative (2005) North Center Regional Educational Laboratory, National Partnership for Teaching in At-Risk Schools
<http://www.ncrel.org/quality/partnership.htm>

>No Child Left Behind: A parent perspective (2005) M. Brooks,
<http://www.wpunj.edu/newpol/issue38/brooks38.htm>

>Suicidal behavior in the family and adolescent risk behavior (2005) J. Cerel & A. Roberts, *Journal of Adolescent Health* 36, 9-15.

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

>A perspective on preventing school violence (2005) M. Lerner, *American Academy of Experts in Traumatic Stress*

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

>Toward meeting the needs of adolescents: An assessment of federally funded adolescent health programs and initiatives within the Department of Health and Human Services (2005)
http://nahic.ucsf.edu/index.php/niih/article/niih_brief_documents/

>Revenues and Expenditures by public school districts (2005) National Center for Educational Statistics <http://nces.ed.gov/pubsearch/pubsinfo.asp?pubid=2005342>

>The Science of Child Sexual Abuse. (2005) by Jennifer Freyd & colleagues in April issue of Science (See summary at <http://www.medicalnewstoday.com/newssearch.php?newsid=23252>) Offers child sex abuse policy recommendations (stepping up research aimed at determining the prevalence of child sex abuse and identifying its causes, consequences, prevention and treatment; expansion of the National Child Traumatic Stress Network to address the public health consequences of child trauma; creation of an Institute of Child Abuse and Interpersonal Violence within the National Institutes of Health)

>Implementation Research: A synthesis of the literature (2005) The National Implementation Research Network, <http://nirn.fmhi.usf.edu/resources/publications/Monograph/index.cfm>

>Racial, cultural and ethnic disparities in health and mental health: Toward theory and research at community levels (2005) L. Snowden, American Journal of Community Psychology, 35, 1-8

>Child poverty in rich countries, 2005; Innocenti Report Card No. 6, UNICEF Innocenti Research Centre, Florence <http://www.unicef-icdc.org/>

>Measuring the positives: Review of positive indicators and guidelines for their use (2005) <http://nahic.ucsf.edu/>

>How to develop inter-organisational research networks in mental health: A systematic review (2005) R. Ruddy, et al, Journal of Mental Health, 14, 7-23.

>Evaluating iatrogenic risk of your suicide screening programs (2005) M. Gould, et al, Journal of the American Medical Association, 293, 1635-1643

>Contextual competence: Multiple manifestations among urban adolescents (2005) S. Pedersen, et al, American Journal of Community Psychology, 35, 65-82

Note: The Quick Find Online Clearinghouse on our website at <http://smhp.psych.ucla.edu> is updated regularly with new reports and publications such as those listed above. Currently there are over 100 alphabetized topic pages with direct links to Center materials and to other online resources and related centers. Let us know about publications and reports that should be included in this dedicated online clearinghouse. Ltaylor@ucla.edu

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Perfect solutions for our difficulties
are not to be looked for in an imperfect world.”

Winston Churchill

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**UPCOMING INITIATIVES, CONFERENCES, WORKSHOPS

Violence in the World of our Youth, May 5-7, San Diego, CA
FVSAI@alliant.edu

>Injury and violence in America: meeting challenges, sharing solutions, 5/9-11, Denver, CO
<http://www.cdc.gov/ncipc/2005conference/default.htm>

>Children, Youth and Families at Risk, May 25-27, Boston, MA
<http://www.csrees.usda.gov/nea/family/cyfar/announcement.html>

>National Youth Gang Symposium, June 7-10, Orlando, FL
<http://www.gangsymposium.org>

>National Coordinating Committee on School Health and Safety, June 8, Crystal City, VA
<http://www.healthy-students.org/>

>Justice for all: NMHA Annual Conference, 6/9-11, Washington, DC. <Http://www.nmha.org>

>The Principles and practices of Effective Schools, June 13-15, Santa Fe, NM
<http://ces.ou.edu>

>Evidence-based programs that Track Outcomes with Children, Youth, Families, and Older Adults in their Communities, June 15-17, Monterey, CA
<http://hhspp.csUMB.edu/community/matrix/conference.htm>

>National School-Based Health Care Convention, June 16-18, 2005, Providence, RI
<http://www.nasbhc.org/AMINFO.htm>

>Sustainability Training, June 20-21, Washington, DC
<http://www.financeprojectinfo.org/sustainability/traininginstitute.asp>

>Leadership for Changing Schools, June 27-29, Austin, TX
<http://www.sedl.org>

>Educating Minds and Hearts: Safe schools, healthy character development, academic success, and social emotional education, 7/12-15, New York <http://www.csee.net>

>Evidence based treatments for childhood and adolescent mental health problems, 7/21-23, Niagara, Ontario, Canada <http://www.ubevents.org/>

>Early Disparities in School Readiness: How do Families Contribute to Successful and Unsuccessful Transitions into School? October 13-14, Philadelphia, PA
<http://www.pop.psu.edu/events/symposium>

>Advancing School-Based Mental Health, 10th Annual Conference October 27-29, Cleveland, OH <http://csmha.umaryland.edu>.

>National Bullying Prevention Conference, October 27-28, Atlanta, GA
<http://www.stopbullyingnow.hrsa.gov>

>Leading the Charge: Making a Difference in the Lives of Teens and Young Families, November 16-19, Chicago IL
<http://www.healthyteennetwork.org>

For more conference announcements, refer to our website conference section at
<http://smhp.psych.ucla.edu/upconf.htm>

If you want to list your conference, please email ltaylor@ucla.edu

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“I chose the path less traveled,
but only because I was lost.”

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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 this site to double check due dates and access applications

If you need help in “Surfin’ the Internet for Funds,” go to the Quick Find Online Clearinghouse topic “Financing and Funding” at 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>

- >>Grants for the Integration of Schools and Mental Health Systems (84.215M) Due 5/16/05
- >>Emergency Response Plans for School Safety Initiative (84.184E) Due 6/28/05
- >>Grants to States to Improve Management of Drug and Violence Prevention Programs (84.184R) Due 6/28/05
- >>Training and Information for Parents of Children with Disabilities
 - >>>Community Parent Resource Centers (84.328C) Due 5/20/05
 - >>>Parent Training & Information Centers (84.328M) Due 5/25/05

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

- >>Comprehensive Community Mental Health Services for Children and their Families (SM-05-010) Due 5/17/05
- >>Mental Health Transformation State Incentive Grants (SM -5-009) Due 6/1/05
- >>Child Traumatic Stress Initiative
 - >>>National Center for Child Traumatic Stress (Due 5/6/05)
 - >>>Treatment and Service Adaptation Center (Due 5/3/05)
 - >>>Community treatment and services center (Due 5/17/05)
- >>Cooperative agreements for State-Sponsored Youth Suicide Prevention and Early Intervention (SM-05-014) Due 6/1/05
- >>Suicide Prevention Resource Center (SM-05-017) Due 6/1/05
- >>Linking Adolescents at Risk to Mental Health Services Grant Program (SM-05-019) Due 6/1/05
- >>Drug Free Communities Support Mentoring Program (SP-05-003) Due 5/31/05

>Department of Housing and Urban Development

<http://www.hud.gov/offices/adm/grants/fundsavail.cfm>

- >>Youthbuild (due 5/17/05)

>Office of Juvenile Justice and Delinquency Prevention <http://www.ojjdp.ncjrs.org>

- >>National evaluation of Safe Start: promising Approaches for Children Exposed to Violence Register by May 2; application due June 7

>The Employment and Training Administration (ETA) has announced availability of approximately \$15 million in Responsible Reintegration of Youthful Offender grant funds to address the specific workforce challenges of youth offenders. Grant funds can be used to implement a variety of approaches to helping youth offenders enter high-growth/high-demand industries, including occupational training provided by organizations that grant industry-recognized credentials; on-the-job training, apprenticeships, internships, and other work-based learning opportunities; job placement efforts; reading and math remediation to assist youth offenders succeed in education and training programs; efforts to help youth offenders already employed upgrade to skilled positions; and efforts to help youth offenders enter community colleges and four-year colleges. Applicants may submit proposals within the range of \$800,000 to \$1.2 million. ETA expects to award grants for 15 projects at an average grant amount of \$1 million. Deadline: Applications must be submitted by May 23. An April 22 Federal Register notice provides full background on this solicitation

<http://a257.g.akamaitech.net/7/257/2422/01jan20051800/edocket.access.gpo.gov/2005/pdf/05-8184.pdf>

***CALLS FOR PAPERS OR PRESENTATIONS**

>Special issue of the Journal of Community Practice on “Interdisciplinary Community Development International Perspectives.” Contact akj@uic.edu Due September 1.

>Proposals for Afterschool Summer Institute, in Chicago, 7/14-15. Proposals due by 5/6/05.
[Http://www.sedl.org/afterschool](http://www.sedl.org/afterschool)

>Proposals for At-risk Youth National Forum “Increasing the Graduation Rate for All Students” in Myrtle Beach, SC, Feb 19-22, 2006. Proposals due September 15. Contact National Dropout Prevention Center, paige@clemson.edu

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“I told my son to bring me my book on “aggressive child behavior.”
He said, “Make me!”

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

^ ^ ^ ^ Updates from our Center at UCLA

>New Hot Topic – Dropout prevention – online at <http://smhp.psych.ucla.edu/hottopic.htm>

>New Info Sheets

>>Using Federal Education Legislation in Moving Toward a Comprehensive Multifaceted, and Integrated Approach to Addressing Barriers to Learning
<http://smhp.psych.ucla.edu/pdfdocs/federallegislation.pdf>

>>Resources for Planning Mental Health in Schools
<http://smhp.psych.ucla.edu/pdfdocs/planning.pdf>

>New Policy and Program Analysis Report “School Improvement Planning: What’s Missing?” – School improvement planning guides increasingly are shaping what schools do and do not do. Our analysis indicates they tend to have little or no guidance for how schools should address barriers to learning and provide learning supports. The report draft is on our website with a feedback form for your comments. Go to homepage at <http://smhp.psych.ucla.edu> and click on the yellow box “School Improvement Report.” Share it with others.

>Resources for outreach to decision makers – We have a variety of resources you may find useful to send to decision makers to encourage a greater focus on addressing barriers to learning and mental health in schools. With specific respect to new directions, we have had a good response to an info sheet on “What might the Learning Supports Component look like at a school?,” a fact sheet entitled “What is a Learning Supports Resource Team?” and a guide to “Developing Resource-Oriented Mechanisms to Enhance Learning Supports.” All can be downloaded from the Center website. If you are ready to do some outreach, let us know, and we will try to tailor some resources to meet your needs.

>Join the network for the national initiative: New Directions for Student Support – Your participation in this network enables you to help shape the initiative and assures you receive

various resources being used to move the initiative forward. Those in the eight states that already have had state-wide summits (MN, WI, CA, IN, TX, CT, NY, IA) have established a group of core advisors, and you are welcome to join this special network. If you are interested in a summit in your state, please let us know (ltaylor@ucla.edu) For information on the national initiative and each of the eight states go to <http://smhp.psych.ucla.edu> and click on the green circle that says New Directions Student Support.

NOTE: Remember, if you need technical assistance on any topic, let us know. There is a great deal of interest in transitions to ninth grade and rethinking ninth grade supports as topics on our weekly Mental Health in Schools Practitioner listserv. If you would like to join, let us know. The resources will be posted on our website Net Exchange.

For more information on the Center's activities contact

Howard Adelman and Linda Taylor, Co-Directors
School Mental Health Project/
Center for Mental Health in Schools
UCLA Department of Psychology
Los Angeles, CA 90095-1563
Phone (310) 825-3634; Toll Free (866) 846-4842; Fax (310) 206-8716
Email: smhp@ucla.edu

For more information go to the Center website at <http://smhp.psych.ucla.edu>

^ ^ ^ ^ FROM OUR SISTER CENTER "Center for School Mental Health Assistance"

10th Annual Conference on Advancing School-Based Mental Health
October 27-29 in Cleveland, OH

For more information on the conference and other activities of the Baltimore center 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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"Kids today don't realize how easy they have it.
When I was a kid, we actually had to get out of the car
and open the garage door."

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****OTHER HELPFUL RESOURCES**

>Mental Health, School, and Families Work Together: Toward a Shared Agenda –
<Http://www.nasdse.org/documents/sharedagenda.pdf>

>Health and well-being of young children of immigrants – <http://www.urban.org>

>Protective factors in individuals, families, and schools –
http://www.ccapt.org/res_papers/protective.pdf

>Reframing youth issues for public consideration and support –
<http://www.frameworksinstitute.org/products/reframing.pdf>

>Understanding and addressing the issue of the high school dropout age –
<http://www.ncrel.org/policy/pubs/html/second/index.html>

- >Mental Health Transformation Trends: A periodic briefing – http://www.samhsa.gov/matrix/matrix_mh.aspx
- >A Family Guide to Keeping Youth Mentally Healthy & Drug Free – <http://www.family.samhsa.gov/>
- >Promising practices and impacts of youth engagement – <http://www.actforyouth.net/documents/engagement%20Issue%20Brief.pdf>
- >Transition planning for adolescents with special health care needs and disabilities – <http://www.communityinclusion.org/transition/providerguide.html>
- >Staying involved: Approaches to helping our middle school and high school students learn – <http://academicresources.org/learning.html>
- >Mentor: Expanding the world of quality mentoring – <http://www.mentoring.org/>
- >American Psychological Association Teachers’ Needs Survey – <http://surveys.apa.org/ed/teacherneeds2/>
- >National Strategy for Suicide Prevention – <http://mentalhealth.samhsa.gov/suicideprevention/>
- >Suicide Prevention Center – <http://www.sprc.org>
- >Advocates for Children – <http://www.advocatesforchildren.org/>
- >Teach for America – <http://www.teachforamerica.org>
- >Center for Community Change – <http://www.communitychange.org>
- >New Century Schoolhouse – <http://landmark-project.com/ncsh/index.php>
- >”Are you in Recovery from Alcohol or Drug Problems? Know Your Rights” – <http://www.ncadi.samhsa.gov>

 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**

<Study Coordinator/Clinical Assistant>
 NIMH funded “Observations of young children and families study” University of Chicago.
 Contact chill@yoda.bsd.uchicago.edu

<Postdoctoral Associate>
 Center for Student Health & Psychological Services and the Office of Violence Prevention, State
 University of New York College at Plattsburgh. [Http://www.plattsburgh.edu](http://www.plattsburgh.edu)

<Postdoctoral>
 Family Stress Center or the Child and Family Guidance Center, Los Angeles, CA.
[Http://www.childguidance.org](http://www.childguidance.org)

<Faculty>
 The School Psychology Program at Temple University, Philadelphia, PA, one-year, non-tenure-

track appointment. Contact catherine.fiorello@temple.edu

<Faculty>

One year, non-tenure, Assistant Professor, School Psychology, Michigan State University.
Contact jbaker@msu.edu

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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Father: "How do you like going to school?"

Daughter: "The going bit is fine, as is the coming home bit too,
but I'm not too keen on the time inbetween!"

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

1) Feedback on the Spring Newsletter article "Juvenile Justice, Mental Health, and Schools"

Re: Zero-Tolerance Policy in public schools. "Zero-tolerance in schools is simply a sign of our times. In recent years extreme violence in schools across the country has steadily increased. The zero-tolerance policy was specifically designed to better screen, manage, and monitor potentially dangerous situations in the school setting. It has been strongly endorsed by students, parents, teachers, administrators and public officials. Our schools are for learning and it's important to properly assess students' needs and develop individualized educational plans to best assist students in meeting their educational goals. In order to be successful, we have to create an environment where youth can feel safe and secure. We need to create an environment that not only fosters learning but is a pleasant and safe place for teachers, administrators, and support staff to work.

I recognize that any policy can be inappropriately used as a rationalization for racial, genera, and ethnic discrimination. Oversight clearly needs to be in place to manage and monitor how the policy is implemented to insure that this does not take place. But please let us not be naive or complacent when it comes to providing safe and secure school environments. The zero-tolerance policy is in the best interest for all schools. The reality of the world we live in today requires us to teach our children to take responsibility for their behavior while respecting the rights of others. If we can't do that we really have nothing."

Note: If you want to add your response related to any issue, send it to 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:
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