

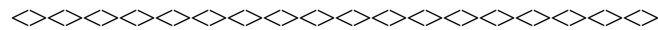
ENEWS: A Monthly Forum for Sharing and Interchange

Source: UCLA SCHOOL MENTAL HEALTH PROJECT/
CENTER FOR MENTAL HEALTH IN SCHOOLS

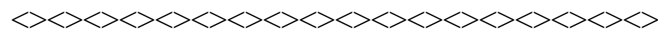
November, 2001 (Vol. 6 #2)

WHAT IS ENEWS? (For those who don't know)

This forum is another link for those concerned with enhancing policies, programs, and practices related to addressing barriers to student learning and promoting mental health in schools. It augments the other ways our Center shares information and facilitates interchange/networking.



Feel Free to Forward This to Anyone



WHAT'S HERE THIS MONTH

****Emerging Issue**

>>Teachers in D.C. May be Permitted to Expand use of Physical Force Against Students

****News from around the Country**

****Recent Publications Relevant to**

- >Children's Mental & Physical Health
- >Delinquency, Violence & Substance Abuse Prevention
- >Family, Community & Schools
- >Policy & Statistics

****Upcoming Initiatives, Conferences, Workshops**

****Calls for Grant Proposals/Papers**

****Other Helpful Resources**

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

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

****News from the two National Centers focusing on MH in Schools**

To post messages to ENEWS, E-mail them to smhp@ucla.edu
If you were sent ENEWS indirectly, you can be added to our list at

no charge by sending an Email request to Listserv@listserv.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

****EMERGING ISSUE****

>>Teachers in D.C. May be Permitted to Expand use of
Physical Force Against Students

From the Washington Post (10/20/01)

Current rules in D.C. prohibit teachers from using force except as part of "reasonable efforts at self-defense." New proposed policy language would allow force if it is "necessary to maintain or regain order" or "necessary for the safety of the educational environment" and for "reasonable efforts at ... the defense of others."

According to the Post article, "During the past year, there have been scores of allegations that D.C. teachers and staff used improper force against students. ... But top D.C. school officials also have said the system's ban on force is too rigid and prevents teachers, for example, from intervening to break up fights"

Child advocates have expressed concern that the proposed language is "too vague" and leave students more vulnerable to abuse.

The Post article is online at

<http://www.washingtonpost.com/wp-dyn/articles/A23656-2001Oct19.html>

What's your view about all this? Post your response directly on our website's Net Exchange page for others to read and respond. Go to <http://smhp.psych.ucla.edu>

Or you can send your response by email to: smhp@ucla.edu

Phone: 310/825-3634

Write: Center for Mental Health in Schools,

Department of Psychology, UCLA, Los Angeles, CA 90095-1563

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"Schools really have to be safe from the inside out...And the way you do that is by fostering the healthy development of children."

Anne Mathews-Younes

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****NEWS FROM AROUND THE COUNTRY****

>>Magellan Behavioral Health, the largest mental health contractor in the Washington DC area saw "critical response" calls jump from about 150 per week to 1,000 after 9/11. Washington Post, 9/25/01.

>>US DOE provides grants to school districts directly impacted by terrorist attacks. <http://www.ed.gov>.

>>HHS released \$6.8 million for crisis mental health services and \$23.7 million for social services to address the needs of special populations, including children, families, and people with disabilities in areas directly affected by the 9/11 attacks <http://www.hhs.gov/news>.

>>Two-thirds of 12 - 17 year olds plan to volunteer in fighting discrimination, improving schools, and helping teens who are depressed. Chronicle of Philanthropy, 9/20/01.

>>HHS Awards \$10 million for Child Traumatic Stress Initiative to improve treatment and services for children and adolescents exposed to traumatic events. <http://www.samhsa.gov>.

>>Commission appointed to recommend changes in the Individuals with Disabilities Education Act. <http://www.ed.gov>.

>>One in Four Children Affected by parental Substance Abuse. The Office of National Drug Control Policy's National Youth Anti-Drug Media Campaign was launched on Oct. 17th. This is a multi-agency initiative to provide resources and support to children with substance-abusing parents and to help adults in need. For free resources, call 1/800/788-800 or email info@health.org For more info, adults should see <http://www.theantidrug.com> for kids, see <http://www.freevibe.com/talking>

>>Just Released by SAMHSA's Center for MH Services: "Mental Health, United States 2000" a past, present, and future look at MH services in the nation. Copies can be ordered from the CMHS Clearinghouse at 1/800/487-4890.

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An optimist thinks this is the best possible world.  
A pessimist fears that this is true.  
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****RECENT PUBLICATIONS****

***CHILDREN'S MENTAL & PHYSICAL HEALTH**

"Every Child Learning: Safe and Supportive Schools" (2001)
Learning First Alliance. <http://www.ascd.org>.

"Reducing Minority Overrepresentation in Special Education"
(2001)
<http://www.law.harvard.edu/civilrights/conferences/SpecEd/exsummary.html>.

"Guidelines for primary care physicians for treatment of ADHD"
(2001) American Academy of Pediatrics.
<http://www.aap.org/policy/s0120.html>.

"Recruiting, Supporting, Training Mentors" (2001) Technical
assistance packets. <http://www.nwrel.org/mentoring.tapacks.html>.

"Investing in Clinical Preventive Health Services for Adolescents."
(2001). <http://youth.ucsf.edu/policycenter>.

"From Neurons to Neighborhoods: The Science of Early Childhood
Development" Executive Summary. (2000) National Research
Council, Institute of Medicine. <http://www.nap.edu>.

"Helping the EMS Professional: The Stress of Providing Emergency
Medical Services for Children"(2001) Public Interest Initiatives
Office (201) 336-6046.

*DELINQUENCY, VIOLENCE & SUBSTANCE ABUSE PREVENTION

"Truancy Reduction: Keeping Students in School" (2001)
<http://ojjdp.ncjrs.org/>.

"The Impact of Violence on Children and Adolescents. (2001)
School Nurse News. 973/ 601-0112.

"Powerful Pathways: Framing options and opportunities for
vulnerable youth." (2001) <http://www.ydrf.com>.

"The Inherent Limits of Predicting School Violence" (2001) E.
Mulvey and E. Cauffman, American Psychologist (Oct.).

"Progress in Prevention: Study of Safe & Drug Free Schools and
Communities Program." (2001) US DOE
<http://www.ed.gov/offices/OUS/PES/progressinprevention.pdf>.

"Violence Prevention Initiative: Findings from an evaluation of the
first five years. (2001) <http://www.rand.org>.

"Risks and Opportunities: Synthesis of Studies on Adolescence (2001) Board on Children, Youth, and Families, National Research Council, Institute of Medicine. <http://www.nap.edu>.

*FAMILY, COMMUNITY & SCHOOLS

"An Educational Bill of Rights for California's Students" (2001) <http://www.tcla.gseis.ucla.edu/rights/background/index.htm>

"Building a sense of community in middle schools" (2001) http://www.principals.org/news/bltn_prac_cond1001.html.

"What it means to serve 'all' students" (2001) National Clearinghouse for Comprehensive School Reform. <http://www.goodschools.gwu.edu/pubs/book/jul01.html#2>.

"Clients, consumers, or collaborators? Parents and their roles in school reform" (2001) http://www.gse.upenn.edu/cpre/Publications/Publications_New.htm.

"The Magic of Dialogue" communication that builds collaboration. (2001) <http://www.nonprofitquarterly.org/collaboration/yankelovich.php>.

"Recruiting & using volunteers in K-12 schools. (2001) http://www.principals.org/news/bltn_rcrt_vlntrs1001.html.

"Exemplary & Promising Gender Equity Programs" (2001) US DOC Gender Equity Expert Panel. <http://www.ed.gov/pubs/edpubs.html>.

"Teachers are key determinant of education quality" Interview with Linda Darling-Hammond. (2001) <http://www.glef.org/darlinghammond.html>.

*POLICY, FINANCE & STATISTICS

"America's Children Still at Risk" (2001) <http://www.abanet.org/unmet>
This report is a collaborative effort by more than 150 authors, including more than eighteen ABA entities and staff, and a list of child advocates and experts from across the country. The twelve chapters include discussions and recommendations on issues such as, health, housing, education, legal representation, welfare, juvenile justice, family law, the unique needs of rural and Native American children, immigration, technology, the impact of violence on children and the legal issues involved in the transition from childhood to adulthood.

"Latinos in School: Facts and Findings. (2001)
<http://eric-web.tc.columbia.edu/digests/dig162.html>.

"Children in the States" (2001) Children's Defense Fund.
<http://www.childrensdefense.org>.

"Characteristics of the 100 Largest Public Elementary and
Secondary School Districts in the US: 1999-2000. (2001).
<http://nces.ed.gov/>

"Overview and summary of findings: School health policies and
programs study 2000. (2001) CDC. <http://www.cdc.gov/shpps>.

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"The next generation of child and adolescent mental health science
will require a transformation of form, functions, and purpose if a
true public health model is to be realized and sustained."

National Advisory MH Council Workgroup on Child and Adolescent Mental
Health Intervention Development and Deployment. "Blueprint for Change:
Research on Child and Adolescent Mental Health." (2001)

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

Special Education Forums: November 5 in Providence, RI,
November 15 in Reno, NV, December 6 in Washington, DC,
December 19 in San Antonio,
<http://www.ed.gov/offices/OSERS/OSEP/New/>

Improving America's Schools. November 13-15, Reno, NV;
December 17-19, San Antonio, TX.
<http://www.ncbe.gwu.edu/iasconferences>.

Back to the Future: School Health in the 21st Century, November 7-
11. Albuquerque, NM. American School Health Association.
<http://www.ashaweb.org/conferences.html>.

Understanding and Preventing Youth Violence: From Bullies to
Bullets. November 8-9. NY, NY.
<http://www.csee.net/parents/conferences/bullies/>

Suicide Prevention and Survivors Update Conference. November
17. Los Angeles. <http://www.cedars-sinai.edu/cme>.

Community Education: A Beacon for All Ages. November 17-20.

Charleston, SC. National Community Education Association.
<http://www.ncea.com>.

Weaving Culture into Prevention Interventions. November 29-30.
Tempe, AZ. Arizona State University Preventive Intervention
Research Center. <http://asuprc.asu.edu>.

Rights, Respect, Responsibility: A new paradigm for healthy
adolescent sexuality. Advocates for Youth. December 2-4.
Washington, DC. <http://www.advocatesforyouth.org>.

FOR MORE CONFERENCE ANNOUNCEMENTS, REFER TO
OUR WEBSITE AT: <http://smhp.psych.ucla.edu>. (Go to
"Contents" then click on "Upcoming Events of Interest").

If you want your conference listed, send the information to
smhp@ucla.edu.

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"Most people today recognize this is the time to strengthen and
reinforce our democracy and there is nothing more important to
democracy than a well functioning public school system."

Louis V.

Gerstner, Jr.

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^ ^ ^ ^ CALLS FOR GRANT PROPOSALS/PAPERS ^ ^ ^
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International Conference on Child and Adolescent Mental Health,
June 11 - 15, Brisbane, Australia Call for papers deadline
November 5. <http://www.iccamh.com>.

Partners for Success: Linking communities, families, and school.
July 15-17, New Haven CN. Call for papers deadline November 12.
Jennifer.heath@yale.edu.

Journal of Applied School Psychology, call for papers on peer
harassment and victimization in schools. Due November 15. To
Joseph.Zins@uc.edu.

Multicultural Conference and Summit 2003, Los Angeles, CA.
Proposals due November 15. Send to Lynn Peterson (Fax: 303/652-
2723).

International Conference on Social Sciences, June 11 - 15,

Honolulu, HI. Call for papers due January 16.

http://www.tapacom.net/hcsocial/cfp_ss.htm.

Teaching Tolerance Grants Program for anti bias project in schools and communities. <http://www.tolerance.org/teach/expand/gra/index.jsp>.

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.

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True leaders know that it is sometimes better to seek forgiveness than to ask for permission.

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^ ^ ^ ^ ^ OTHER HELPFUL RESOURCES ^ ^ ^ ^
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>>>>Mental Health/Substance Abuse/Health

A National Youth Development Agenda, National Collaboration for Youth. http://www.nassembly.org/html/prod_you.html.

Resources for Recovery Web site, National Criminal Justice Reference Service, <http://www.ncjrs.org/recovery>.

Emotional Sequelae of Disasters: A Primary Care Physician's Guide http://www.jamwa.org.vol54/pdf/54_2_1a.pdf.

Concrete ways to improve social skills, http://www.ldonline.org/ld_indepth/social_skills/findingfriends.html.

Child Anxiety Network, <http://www.childanxiety.net>.

Comprehensive Strategy for Serious, Violent, and Chronic Juvenile Offenders, <http://ojjdp.ncjrs.org/strategy/index.html>.

Education Commission of the States Issue Briefs: At-Risk Youth <http://www.ecs.org>.

"Child Psychology and Psychiatry Review" (2001) Cambridge University Press. This journal provides a forum for the exchange of clinical experience, ideas and research. Its principal aim is to foster good clinical practice. Wide-ranging in its coverage, the Review includes studies of new theoretical developments, clinical case studies, descriptions of innovative techniques and new service developments. See <http://www.us.cambridge.org>. Or call 1-800-872-7423

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>>>>>>Parents, Schools, and Community

ERIC Clearinghouse on Urban Education: <http://eric-web.tc.columbia.edu>.
Evaluating School Violence Programs (2001)
Retention and Social Promotion: Research and Implications for
Policy (2000)
School Choice as Education Reform: What Do We Know
(2001)

ERIC Review: Perspectives on Urban and Rural Schools and their
Communities (2001)
<http://www.eric.ed.gov>

Evaluation of Community Schools: An Early Look (2001) J.
Dryfoos.
<http://www.communityschools.org/evaluation/evalbrieffinal.html>.

Linking Service-learning and School-to-work. Call the National
Association of Partners in Education for a free copy (703-836-
4880).

Toolkit for Service Learning, Pittsburgh Council on Public
Education. <http://www.graduationprojecthelp.org>.

Special Kids: online newsletter at <http://www.nekolabooks.com>.

A Guide for Education Personnel: Selecting an Intervention or
Program. <http://www.emstac.org>.

The Changing Face of After-School Programs, National Association
of Secondary School Principals.
http://www.nassp.org/news/bltn_aftr_schl901.html

Kid Friendly Cities 2001 Report Card.
<http://www.kidfriendlycities.org/2001/>

Education Commission of the States briefs. <http://www.ecs.org>.
Site-based Decision Making
Mentoring/Tutoring

National Coalition for the Homeless. <http://www.nationalhomeless.org>.

^^^^^^ TRAINING AND JOB OPPORTUNITIES ^^^^^^
(Including fellowships and scholarships)

<Postdoctoral fellowship>
National Center for Posttraumatic Stress Disorder, 4 NIMH

supported fellowships. Contact Daniel King, National Center for PTSD (116B-2), VA Boston Healthcare System, 150 South Huntington Ave., Boston, MA, 02130.

<Congressional Fellowships>

American Psychological Association sponsors four fellows to serve as special legislative assistants to members of Congress. Deadline December 21. Contact Daniel Dodgen at ddodgen@apa.org.

<Predoctoral Internship>

Training program serving children and adolescents, See website at <http://www.jcbchicago.org>.

<Postdoctoral Position>

Longitudinal study of young children and parents family relations and social development. Contact Lois Friday, Dept. of Psych, University of Iowa, 11 Seashore Hale E., Iowa City, IA, 52242-1407.

<Postdoctoral Traineeships>

Developmental Psychology, University of Denver. Contact Nancy Pleiman at npleiman@nova.psy.du.edu.

<Community-Clinical Psychologist>

DePaul University, applied research in urban public sector. Contact Gary Harper at gharper@depaul.edu.

<Executive Director>

Telehealth Idaho extending health and mental health care in rural areas. See <http://www.isu.edu/irh/telida/jobs.htm>.

<Program Associate>

School of the 21st Century, Yale University Bush Center in Child Development and Social Policy. See <http://www.yale.edu/21C>.

<School of Education and Social Policy>

Northwestern University Family and Communities Assistant Professor. Contact Greg Duncan c/o Mary Lou Manning 2115 N. Campus Drive, Evanston, IL. 60208.

<Counselor Educator>

Assistant Professor specialization in school counseling. Contact Mary DiSibio, Educational Psychology California State University, Hayward, CA 94542-3076.

<Child Therapist>

Licensed for work with birth to five year olds in Santa Barbara, CA. Contact S. Picard at drpicard@visto.com.

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

We have launched a weekly listserv for mental health practitioners working in schools and one for members of our Consultation Cadre. Each week we share requests and responses and encourage listserv members to add info and resources or ask for technical assistance on new issues and problems. If you would like to join the weekly listserv, contact us at smhp@ucla.edu.

Over the past month, we received several requests asking how schools responded to the September disaster and the aftermath and whether mental health in schools has been changed by these events. From all we have gathered, it is clear that the events have led many schools to review their thinking about matters relevant to meeting the needs of students, their families, and school staff. The first concern, naturally, has been about crisis response. ("Did we respond appropriately in the immediate aftermath and since then?" "If it happened in our city, would we have been able to respond effectively?")

In the weeks since September 11, the focus has broadened. Schools increasingly are approaching matters in a multifaceted way.

> They are reviewing their crisis response and aftermath plans with greater interest in linking with the plans of the wider community.

> Greater attention is being paid in classrooms to lessons about tolerance, social support, and peace building. This includes inviting families to school to share their culture and other facets of the diversity that characterizes the country. It also includes enabling students to participate in new forms of community service.

> Renewed efforts are being made to strengthen school-wide programs to provide social support, build a sense of community, and enhance protective factors and resiliency.

> Communities are offering unprecedented support to schools, including more mentoring opportunities.

> A segment of students and families significantly affected by the events have been able to access the assistance they need directly through school-based services or through referrals by schools.

Perhaps of even more importance for the future, schools and school districts have become aware of system deficiencies. As a result, they may have a greater appreciation of the need for creating mechanisms for building systemic approaches. It is important to help them see that the need for systemic changes is not just related to major crises. We need to connect their heightened awareness to the fact that changes can be made that will help them address the

needs of all students who are experiencing factors that interfere with their performance and learning at schools (i.e., will address barriers to student learning and promote healthy development).

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"The world is a messy place, and unfortunately the messier it gets, the more work we have to do."

Kofi Annan

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**NEWS FROM THE TWO NATIONAL CENTERS FOCUSING ON MH IN SCHOOLS

^ ^ ^ Updates from our Center at UCLA

>>>In an effort to improve materials in high demand following the September 11 tragedy, we have updated our Resource Aid Packet on Screening/Assessing Students: Indicators and Tools. The revised packet is downloadable from our website at <http://smhp.psych.ucla.edu>.

- Go to Center Materials, Resource Aid Packets. The packet
- >addresses the debate about screening and guidelines to minimize problems
- >offers examples of tools used for screening for early age, depression, substance, crisis, disruptive behavior, juvenile justice.
- >highlights research based screening instruments
- >discusses processes for engaging students in screening and the next steps
- >provides references to related resources.

We are continuing to strengthen our "Quick Finds" (compilation of online documents, special centers, and easily accessible resources organized by subject areas). See these do-it-yourself technical assistance tools at <http://smhp.psych.ucla.edu> click on Quick Finds, scroll through Center Responses to see topics. New Quick Finds added this month are:

- >Behavior and Mass Media
- >Case Management
- >Chronic Illness: Information and Coping
- >Tolerance

For more updates, see the "What's New" page on our website.

If there are materials you need in your efforts to improve outcomes for children, let us know. If we haven't addressed the topic, we will

undertake to do so.

Contact us at:

SCHOOL MENTAL HEALTH PROJECT/CENTER FOR
MENTAL HEALTH IN SCHOOLS

UCLA Department of Psychology

Los Angeles, CA 90095-1563

Phone (310) 825-3634 Fax (310) 206-8716

Email smhp@ucla.edu

Website <http://smhp.psych.ucla.edu>.

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To post message to ENEWS, Email them to smhp@ucla.edu

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**Update from our Sister Center, Center for School Mental Health
Assistance (CSMHA) at the University of Maryland at Baltimore,
Mark Weist, Director

In anticipation of the National Conference on Advancing School
Based Mental Health Programs, September 19-21, 2002,
Philadelphia PA, you are encouraged to submit an abstract/proposal
to CSMHA by January 15,2002. For more information contact:

Center for School Mental Health Assistance
University of Maryland at Baltimore

Department of Psychiatry

680 W. Lexington St., 10th Fl.,

Baltimore, MD 21201

Phone (888) 706-0980

Email csmha@umpsy.umaryland.edu

Website <http://csmha.umaryland.edu>.

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THIS IS THE END OF THIS ISSUE OF ENEWS

Below is a brief description of our Center at UCLA

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 the Substance
Abuse and Mental Health Services Administration's Center for

Mental Health Services joining HRSA as a co-funder.

Our group at UCLA approaches mental health and psychosocial concerns from the broad perspective of addressing barriers to learning and promoting healthy development. 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.

We are involved in model development and implementation, training and technical assistance, and policy analysis. Our activities include gathering and disseminating information, materials development, direct assistance, and facilitating networking and exchanges of ideas.

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

UCLA School Mental Health Project/

Center for Mental Health in Schools

Phone: (310) 825-3634; Fax (310)206-8716

Email: smhp@ucla.edu

Website: <http://smhp.psych.ucla.edu>.

Write: UCLA School Mental Health Project/

Center for Mental Health in Schools

Box 951563

Los Angeles, CA 90095-1563