

ENEWS: A Monthly Forum for Sharing and Interchange

November, 2002 (Vol. 7 #2)

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

WHAT IS ENEWS: (For those who don't know) This is another link for those concerned with enhancing policies, programs and practices related to addressing barriers to students 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

>New Directions for Improving Student Supports?

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

>Responding to Referrals in Ways that Can "Stem the Tide"

**News from Around the Country

**Recent Publications Relevant to

>Children' Mental and Physical Health

>Family, Community & Schools

>Policy, Law, Finances, & Statistics

**Upcoming Initiatives, Conferences, Workshops

**Calls for Grant Proposals/Papers

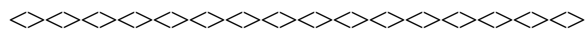
**Other Helpful Resources

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

**Training & Job Opportunities

(Including fellowships and scholarships)

**News from the two National Centers focusing on Mental Health 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**

>>NEW DIRECTIONS FOR IMPROVING STUDENT SUPPORTS?

As the full impact of the No Child Left Behind Act kicks in, discussion will heat up related to "supplemental services" and what to do for students suffering the negative impact of high stakes testing. At issue: Are those responsible for improving student support ready to meet the challenges that lie ahead? With all this in mind, on October 28, a national Summit for Student Support Administrators was held at UCLA. Since the focus was on "Moving Forward in New Directions," the underlying premise was that new directions are needed. Some may not agree. And, among those who do, there are undoubtedly varying views on what changes should be made. Others will want to debate how to proceed. As a stimulus for discussion and systemic change, a concept paper and some resource aids have been packaged under the title: "Rethinking Student Support to Enable Students to Learn and Schools to Teach" and is online at <http://smhp.psych.ucla.edu> Other documents reflecting the ideas and recommendations generated at the meeting are being readied for widespread distribution. Regional and state meetings will be held over the coming year to further the process. What are your views on all this?

PLEASE SHARE YOUR VIEWS ON THESE ISSUES SO THEY CAN BE INCORPORATED INTO UPCOMING EXCHANGES AND ONGOING SYSTEMIC CHANGE ACTIVITY.

Post your response directly on our website's New 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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THIS MONTH'S FOCUS FOR SCHOOLS TO ADDRESS BARRIERS TO STUDENT LEARNING

Each month on our website we feature a special focus for enhancing student support at schools. September emphasized WELCOMING AND SOCIAL SUPPORT; October dealt

with ADDRESSING INITIAL ADJUSTMENT PROBLEMS.

The focus for November is on

RESPONDING TO REFERRALS IN WAYS THAT CAN "STEM THE TIDE"

Highlights school staff development strategies to enhance analysis of problems with a view to how the classroom and school might change in order to prevent common problems and minimize similar referrals in the future. Also stresses ways to improve referral systems.

See homepage at <http://smhp.psych.ucla.edu>

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**NEWS FROM AROUND THE COUNTRY

>>20% OF STUDENTS SAY THEY HAVE THOUGHT OF DROPPING OUT OF SCHOOL

MetLife Survey of the American Teachers, 2002, looks at forces at work in students' lives at school, in the community and at home. 20% of students have thought of dropping out of school; 33% have skipped school due to family responsibilities. "Important issues that surface throughout the survey suggest areas for cooperation and collaboration among schools, families and community organizations." (<http://www.metlife.com>)

>>FREE UNIVERSAL BREAKFAST PROGRAMS SHOW RESULTS

An increasing number of school districts are offering free breakfast to all students as a way to reduce administrative costs and stigma, as well as improve nutrition and academic achievement. As reported by the NEA, researchers at Harvard Medical School and Massachusetts General Hospital found that tardiness dropped by half and absenteeism by a third in certain Boston schools that began the program. In Maryland, officials charted a rise in test scores in some schools, along with a noticeable drop in behavior problems. http://www.nea.org/nea_today/0209/health.html

>>LARGE URBAN DISTRICTS MORE STUDENTS, MORE MINORITIES, MORE POVERTY

In "Characteristics of the 100 Largest Public School Districts," the National Center for Education Statistics reports that, while these districts account for less than 1% of all school districts, they enroll 23% of all public schools students and employ 21% of teachers. The 100 have larger school sizes and the proportion of minority students enrolled in them is 69%. 53% qualify for free/reduced lunch, compared to 39% of other districts. (http://nces.ed.gov/pubs2001/100_largest/highlights.asp)

>>MANAGING ANXIETY IN TIMES OF CRISIS

In response to recent events, the Substance Abuse and Mental Health Services Administration (SAMHSA) has created a website to help schools, communities, parents,

and children manage anxiety and trauma. See "Managing Anxiety in Times of Crisis" at <http://www.mentalhealth.samhsa.gov/cmhs/ChildrenAnxiety>

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"We know that most children and adults can cope with the trauma of the past few days with the support of their families and others. But some will need more help, perhaps over a longer period of time. It is critically important that we set in place appropriate mental health services designed to ease the trauma . . . for today and tomorrow."

HHS Secretary Tommy G. Thompson

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* *RECENT PUBLICATIONS (in print and on the web)

>>>>CHILDREN'S MENTAL AND PHYSICAL HEALTH

"Runaway/Thrownaway Children: National Estimates and Characteristics" (2002)
<http://ojjdp.ncjrs.org/pubs/missing.html#I96469>

"Preventive Sessions After Divorce Protect Children into Teens" (2002) Journal of the American Medical Association, October 16.

"Seeking help from the Internet during adolescence" Journal of the American Academy of Child and Adolescent Psychiatry, (2002), 41 (1).

"Consequences and Correlates of Adolescent Depression" (2002) Archives of Pediatric & Adolescent Medicine, October, v 156 (10).

"Patterns of Substance Use in Early through Late Adolescence" (2002) American Journal of Community Psychology, v 30 (6).

"Hunger: Its Impact on Children's Health and Mental Health" (2002) Pediatrics, v. 110 (4)

"Cultural Competence in Health Care: Emerging Frameworks and Practical Approaches" (2002) Commonwealth Fund (<http://www.cmwf.org>)

>>>>FAMILY, COMMUNITY & SCHOOLS

"Learning to Discipline" (2002) Phi Delta Kappan
(<http://www.pdkintl.org/kappan/k0209met.htm>)

"Neighborhood experiences, community connection, and positive beliefs about adolescents among urban adults and youth." (2002) Journal of Community Psychology, 30 (6).

"The Special Challenges of Offering Employment Programs in Culturally Diverse

Communities" (2002) Manpower Demonstration Research Corporation
(<http://www.mdrc.org/>)

"Involving Fathers in their Children's Education" (2002) Florida Commission on Responsible Fatherhood (<http://www.floridafathers.org>)

School Psychology Quarterly (2002) v 17 (2):

>> "Critical Levels of Perceived Social Support Associated with Student Adjustment"

>>"A Look Inside School-Based Consultation: A Qualitative Study of the Beliefs and Practices of School Psychologists and Teachers"

"From Large to Small: Strategies for Personalizing the High School" (2002)
<http://www.movingideas.org>

"Responsive Classrooms: Teaching Children to Care" (2002)
<http://teachers.net/gazette/OCT02/gimbert.html>

"Using Culturally Sensitive Theories and Research to Meet the Academic Needs of Low-Income African American Children" (2002) American Psychologist, v 57 (10)

"Are America's Schools Safe? Students Speak Out: 1999 School Crime Supplement" (2002) <http://nces.ed.gov/pubsearch/pubsinfo.asp?pubid=2002331>

"Reinventing High School: Outcomes of the Coalition Campus Schools Project" (2002) American Educational Research Journal, v 39 (3).

"On Community" (2002) Journal of Curriculum and Supervision
(<http://www.ascd.org/readingroom/jcs/02fall/davis.html>)

>>>POLICY, LAW, FINANCES, & STATISTICS

"Trends in sexual risk behaviors among high school students - United States, 1991-2001. (2002) Morbidity and Mortality Weekly Report 51 (38)
<http://www.cdc.gov/mmwr/preview/mmwrhtml/mm5138a2.htm>

"Data Trends Summary: Unmet need for mental health care among U. S. children: Variation by ethnicity and insurance status" (2002) From American Journal of Psychiatry, v 159.<http://rtckids.fmhi.usf.edu>

"Inequality at the starting gate: social background difference in achievement as children begin school" (2002) http://www.epinet.org/books/starting_gate.html#exec.

SCHIP Policy Brief. State Eligibility Rules under Separate State SCHIP Programs - Implications for Children's Access to Health Care (2002) <http://www.gwhealthpolicy.org>

"Documenting Progress and Demonstrating Results: Evaluating Local Out-Of-School Time Programs (2002)

>Children's Defense Fund, February 10 - 12, Washington, DC
(<http://www.childrensdefense.org>)

>Promoting Mental Health in our Schools, March 1, San Francisco, CA
(<http://www.cel.sfsu.edu>)

>American Counseling Association, March 21-25, Anaheim, CA
(<http://www.counseling.org>)

>National Association of School Psychologists, April 18-21, Toronto, Canada
(<http://www.nasponline.org>)

>Society for Prevention Research, June 12-14, Washington, DC
(<http://www.preventionresearch.org>)

>National Parent Teacher Association, June 19-22, Charlotte, NC (<http://www.pta.org>)

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

"Success is never final and failure never fatal. It's courage that counts."

George R. Tilton

^^ ^^ CALLS FOR GRANT PROPOSALS/PAPERS

GRANTS:

Health Resources Services Administration (<http://www.hrsa.gov/FY2003-Grants.htm>)
CFDA 93.110 Integrated Health and Behavioral Health Care for Children,
Adolescents, and their Families; Implementation Grants. Due 2/10/03.

Substance Abuse Mental Health Services Administration (<http://www.samhsa.gov>)
GFA No. PA 98-090 Conference Grant Program, Due 1/10/03

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 PRESENTERS:

American Psychological Association submissions for August conference in Toronto due 11/15/02 (<http://apaoutside.apa.org/conventioncall/>)

Society for Prevention Research submissions for June conference in Washington, DC due 11/18/02 (<http://www.preventionresearch.org>)

"Community as Place" Meeting of the Community Development Society. Proposals due 12/15/02 (<http://www.CDS2003.org>)

American School Health Association submissions for Conference in El Paso, TX due 2/14/03 (<http://ashaweb.org/>)

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Clarke's Second Law:

The only way to discover the limits of the possible is to go beyond them into the impossible.

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+ + + + OTHER HELPFUL RESOURCES

>>MENTAL HEALTH/SUBSTANCE ABUSE/HEALTH

Health Care Reform Tracking Project Issue Briefs from the National Technical Assistance Center for Children's Mental Health at the Georgetown University Center for Child and Human Development (<http://www.guccdc.georgetown.edu/hcrtp>)

- >"Service Coverage and Capacity in Managed Care Systems"
 - >"Special Provisions for Youth with Serious and Complex Behavioral Health Needs in Managed Care Systems"
 - >"Financing and Risk"
 - >"Accountability for Children with Behavioral Health Disorders in Publicly Financed Managed Care Systems"

*2001 National Household Survey on Drug Abuse (<http://www.samhsa.gov/oas>)

*Mother's Influence on Teen Sex (<http://www.allaboutkids.umn.edu>)

*What Keeps Children in Foster Care from Succeeding in School? (<http://www.vera.org>)

*Accommodations: Guidelines for students with LD and/or ADHD (http://www.ldonline.org/ld_indepth/teaching_techniques/accommodations_matching.html)

*Self-Determination Theory: An Approach to Human Motivation and Personality (http://www.psych.rochester.edu/SDT/publications/pub_edu.html)

>>PARENTS, SCHOOLS & COMMUNITIES

*Selected Literature on Performance Management (<http://turningpointprogram.org/>)

*Discover IDEA: Supporting Achievement for Child with Disabilities
(<http://www.fape.org/>)

*Community Guide to Understand the School Budget (<http://www.advocatesfored.org>)

*Keeping Children Safe: a prevention manual for teachers, counselors, and psychologists working with elementary school children. (<http://www.keepingchildrensafe.com/>)

*Bullies and Victims: A Guide for Pediatricians (<http://www.athealth.com>)

*Conflict Resolution Education:

>>Preparing Youth for the Future (<http://www.ncjrs.org/>)

>>A guide to implementing programs (<http://www.ncjrs.org>)

*Connecting the dots to prevent youth violence: A training and outreach guide for physicians and other health professionals (<http://www.ama-assn.org>)

*Collaboration toolkit: How to build, fix, and sustain productive partnerships (800/421-6770)

*Education Commission of the States: Searchable database with state information of policies, demographics, and assessments (<http://www.ecs.org/e-Connection-ow>)

*One Child at a Time: A parent handbook and resource directory for African-American Families with Children who learn differently (<http://www.charityadvantage.com>)

FOR EASY ACCESS TO A WIDE RANGE OF RELEVANT WEBSITES SEE OUR GATEWAYS TO A WORLD OF RESOURCES (<http://www.smhp.psych.ucla.edu>)

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"Change is inevitable, but growth is optional"

Michael Fullan

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

WE HAVE BEEN ASKED TO SHARE:

"Communication Today" (2002): First publication in a series for parents...visit <http://www.bridge-comm.com>

"Breaking the Silence" dedicated to promoting mental illness education website at <http://www.btslessonplans.org>

"If I Could" a documentary tracing the cycle of violence and abuse in families and its

impact on high risk

children available from Filmsters@aol.com

REACTIONS TO OCTOBER'S EMERGING ISSUE: Clinical psychologists prescribing psychoactive medication

"I think that you need to look at the situation in its context. My understanding is that because of a dearth of psychiatrists available to prescribe medications alternatives had to be sought. What I have trouble with is that APA because of its clout argued to have clinical psychologists receive the privilege. I feel that the opportunity to prescribe medication needs to be available to others including clinical social workers and licensed professional counselors. What needs to be in place regardless of the discipline is adequate training, additional certification, ongoing consultation, in-service training, and renewal of certifications. I feel with the technology out there this can be done. However, this ability to prescribe medications, other than by psychiatrists, should only be given in situations where the client's best interests will be met and not as a way to line the pockets of the clinicians."

"...I think it is a terrible idea. If a person was only taking one medication, then a psychologist with specialized training could do it. However, if the patient was prescribed other medications, I would not want a psychologists, who could not be aware of all the possible interactions, prescribing. In addition, there is too much reliance on medication when psychotherapy has been shown to have better results for most conditions, with the exception of bi-polar and schizophrenic disorders."

"As you are aware, the passage of this legislation was twenty years in the making. It seems that the NM psychologists (and any others who will become eligible) must have hours (I believe I read 6000) of specified training in addition to their certifying credentials and supervision. I think those who pursue this are likely hospital-based and trained exhaustively. I liken the resistance from the medical field to the fight that ophthalmologists eventually lost to optometrists, who are now able to refract, prescribe and remove (is this surgery?) sties. All of these actions were once the sole province of MDs. It's not likely that those not certified will attempt to exercise this functions..."

"I am absolutely unequivocally against psychologists prescribing medications. They are not trained in pharmacology; they have none or very limited knowledge of the chemistry and interaction of various medications. Therefore there is a high probability of prescribing the wrong medications, wrong dosages, or prescribing medications that can adversely affect the body in the presence of other medications. For example, a child who is an asthmatic and taking steroids, may not be able to take certain drugs prescribed for psychological problems because of the negative interaction of different drug types. Pharmacists are the only ones adequately trained in the chemistry and interaction of drugs/medications. Even doctors (M.D.) are limited pharmacologically; that is why we have pharmacists. Secondly, besides the aforementioned viewpoint, there is always the possibility of overmedicating children based on biases and prejudices. AA [African-American] and Hispanic children are diagnosed with psychological problems more frequently than other racial and ethnic groups, are placed in special education more frequently, and are more likely to be improperly or overmedicated for so-called

psychological problems. This is particularly true for AA males. We don't need yet another profession entering into an already biased arena."

IF YOU HAVE IDEAS/INFORMATION/RESOURCES TO SHARE YOU CAN ADD THEM TO OUR WEBSITE NET EXCHANGE (<http://smhp.psych.ucla.edu>)

Or send them to us by phone, fax, email, or snail mail.

^ ^ ^ ^ ^ TRAINING AND JOB OPPORTUNITIES

<Director of Educational Practice>

Master's or doctorate. Experience in administration/leadership. Collaborative for Academic, Social and Emotional Learning, University of Illinois at Chicago. Contact Shira Lee Katz, Department of Psychology, 1007 W. Harrison, Chicago, IL 60607-7137.

<Intervention & Training Coordinator>

Center for Pediatric Traumatic Stress at the Children's Hospital of Philadelphia. Newly established Treatment Development Center within the National Child Traumatic Stress Initiative. Master's or Doctoral degree in psychology or another clinical mental health field, such as social work, psychiatric nursing; 3-5 years of clinical care or research experience. Contact nlkaphd@mail.med.upenn.edu.

<Associate>

Community Research and Practice to promote community development and change, systems change, & prevention. Masters or doctorate in social sciences or public health; three years experience in research or evaluation. Contact Association for the Study and Development of Community, Gaithersburg, MD at asdc@capablecommunity.com

<Director of Communications>

National Center for Children in Poverty, Columbia University's Mailman School of Public Health, NY, NY. Email jhahn@douglasgould.com.

<Vice President for programs and policy>

Children's Defense Fund, Washington, DC. Email cdf.2520@imsearch.com

<Postdoctoral Fellowship>

Adolescent drug abuse treatment research, NIH/NIDA training program at the University of Miami Center for Treatment Research on Adolescent Drug Abuse. Ph.D. or MD, research abilities. [Http://www.miami.edu/ctrada](http://www.miami.edu/ctrada).

<Postdoctoral research positions>

Center for School-Based Youth Development, Graduate School of Education, University of California, Santa Barbara, CA. Research and great development regard to school engagement and strength-based assessment. Contact mfurlong@education.ucsb.edu.

<Faculty>

Community Psychology, Department of Psychology, New York University. Research in

social contexts. [Http://www.psych.nyu.edu](http://www.psych.nyu.edu)

<Faculty>

School Psychology, College of Education, University of Iowa, Iowa City, IA. Doctorate in School Psychology or related field required. Screening begins December 15. Contact stewart-ehly@uiowa.edu.

<Faculty>

Department of Individual & Family Studies. University of Delaware, Newark, DE. Deadline for application January 15. Ph.D. and expertise in delivery and evaluation of child and family services. ([Http://www.udel.edu/ifst](http://www.udel.edu/ifst))

FOR MORE INFORMATION ON EMPLOYMENT OPPORTUNITIES, see: <http://smhp.psych.ucla.edu>. Go to Contents, scroll down to Jobs. Following the listing of current openings, you will see links to HRSA, SAMHSA, and other relevant job sites.

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

^^^ Updates from our Center at UCLA

****SUMMIT ON NEW DIRECTIONS FOR STUDENT SUPPORT**

On 10/28/02, the Center hosted a national Summit for student support administrators focused on moving forward in new directions. The next step in this Turning Point Initiative is to hold a series of three Regional Summits. Then, we will work with each state to establish State Summits. A concept paper and some resource aids entitled: "Rethinking Student Support to Enable Students to Learn and Schools to Teach" already are online at <http://smhp.psych.ucla.edu> Other documents reflecting the ideas and recommendations generated at the meeting are being readied for use in a variety of strategic ways designed to move student support from the margins to a central position in school improvement policy and practice. ANYONE INTERESTED IN RECEIVING SUMMIT GENERATED DOCUMENTS SHOULD LET US KNOW. We already have a list of administrators and other concerned stakeholders who have expressed interest in participating in Regional and State Summits.

IF YOU WANT TO BE ADDED TO THE LIST OR HAVE THOUGHTS ABOUT WHERE THESE MEETINGS SHOULD BE HELD, PLEASE LET US KNOW.

****"TEEN PREGNANCY: PREVENTION AND SUPPORT" (Revised and Updated)**

New content in this Introductory packet includes:

- >Conflicts and Controversy: is it the school's business?
 - >Impact of social and psychological factors;
 - >understanding the risks/protective buffers/promoting healthy development
 - >Updates on statistics, including socioeconomic and ethnic disparities
 - >Policies; programs and guidelines, including evidence based practices
- Online for downloading at no cost or order for the cost of copying and mailing.

****LEARNING FROM EACH OTHER**

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, and facilitating networking and exchanges of ideas. We demonstrate the catalytic use of technical assistance, internet, publications, resource materials, and 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 model development and implementation, training and technical assistance, and policy analysis. We focus on interventions that 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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Box 951563 Los Angeles, CA 90095-1563
Phone (310) 825-3634 Fax (310) 206-8716
email: smhp@ucla.edu
Website: <http://smhp.psych.ucla.edu>